

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Serrania Charter for Enriched Studies

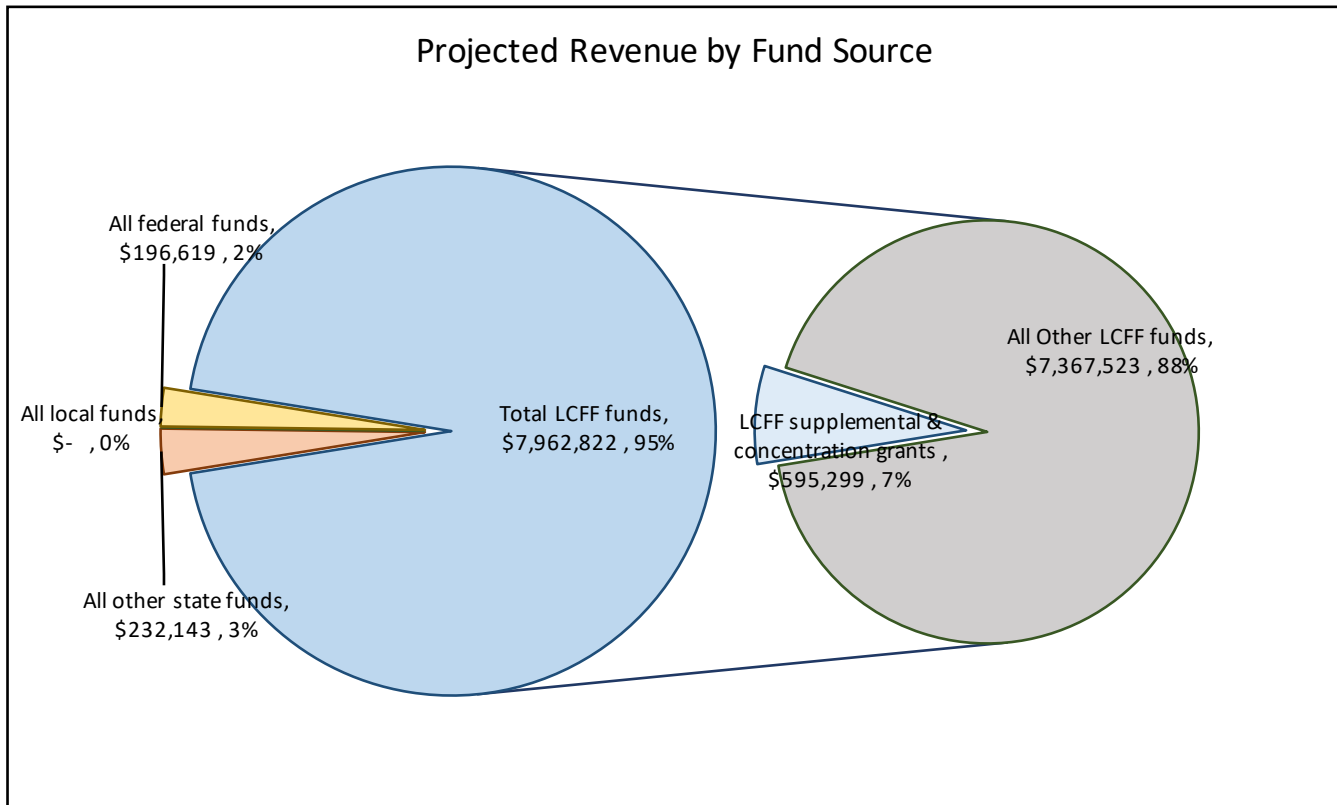
CDS Code: 19 64733 6019111

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Principal Rasheed Khan (818) 340-6700, rasheed.khan@lausd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

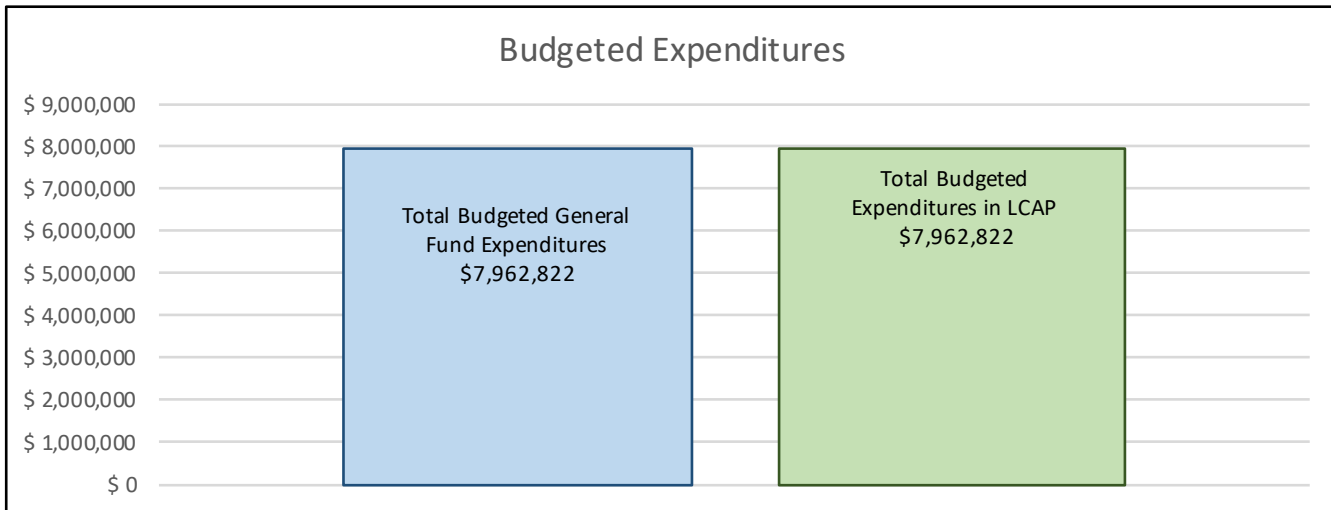


This chart shows the total general purpose revenue Serrania Charter for Enriched Studies expects to receive the coming year from all sources.

The total revenue projected for Serrania Charter for Enriched Studies is \$8,391,584.00, of which \$7,962,822.00 is Local Control Funding Formula (LCFF), \$232,143.00 is other state funds, \$0.00 is local funds, and \$196,619.00 is federal funds. Of the \$7,962,822.00 in LCFF Funds, \$595,299.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Serrania Charter for Enriched Studies plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Serrania Charter for Enriched Studies plans to spend \$7,962,822.00 for the 2019-20 school year. Of that amount, \$7,962,822.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

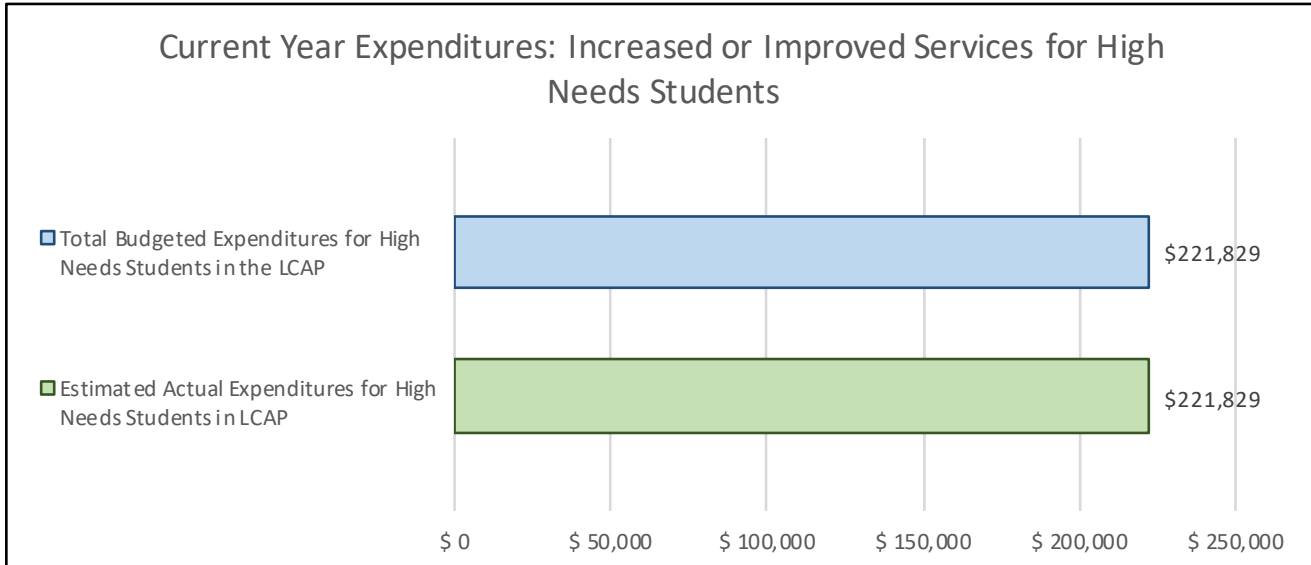
As an affiliated charter school, the school receives allocations of federal funding through LAUSD and are a part of the District's federal funding plan.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Serrania Charter for Enriched Studies is projecting it will receive \$595,299.00 based on the enrollment of foster youth, English learner, and low-income students. Serrania Charter for Enriched Studies must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Serrania Charter for Enriched Studies plans to spend \$658,994.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Serrania Charter for Enriched Studies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Serrania Charter for Enriched Studies estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Serrania Charter for Enriched Studies's LCAP budgeted \$221,829.00 for planned actions to increase or improve services for high needs students. Serrania Charter for Enriched Studies estimates that it will actually spend \$221,829.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Serrania Avenue Charter For Enriched
Studies

Contact Name and Title

Rasheed Khan
Principal

Email and Phone

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(+1) 818-340 6700

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Serrania Charter for Enriched Studies is located in a suburb in the West San Fernando Valley. Our resident families care deeply about their children's education. We became a charter to build upon current programs such as our fine arts program, technology, and science. Serrania Charter for Enriched Studies competes to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school. We believe that by becoming a more diverse school which embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Serrania Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At Serrania our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels. Students therefore maintain or exceed state standards, and are also given the opportunity to produce work in unique, talented-based ways. Teachers also create instructional small groups to target students who need extra instructional time, including preview and review to master grade level standards. In addition, to assist all subgroups in meeting proficiency, students may work in small groups using reading/math software, work in small groups using LEXIA or IXL Math, reinforcement of skills are retaught during independent work time, and small group intervention provided at grade level by teachers and grade level aides.

Serrania Charter for Enriched Studies continues to attract a large number of neighborhood children as well as children outside of Serrania's boundaries, as defined by LAUSD. We continue to be a strong, competitive public school choice over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter as we meet the needs of all of our students including GATE and high achieving students, English Learners, and students with disabilities. We infuse rigor into our curriculum, continually update our technology, such as, but not limited to computers and programs, provide a comprehensive arts program, continue to expand science education including STEM, and provide a cultivating environment while meeting the needs of all our students. Through ongoing professional developments and a strong commitment of teachers, staff, parents, and administration, we strive to provide the best educational program in a safe, nurturing learning atmosphere to every Serrania Charter for Enriched Studies student.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Among some of the highlights of this year's LCAP, working with our stakeholders, we have identified six goals that focus our needs for the next three years:

Goal 1-- Proficiency for All

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

- To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment
- To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment To monitor and increase early literacy rates of pupils
- To increase the number of English Learners who achieve full English language proficiency
- To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.
- To decrease the number of Long Term English Learners

Goal 2-- 100% Attendance

Serrania will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives and utilizing PSA counselors to contact families of children who are chronically absent.

- To achieve or maintain school attendance rates that support student learning
- To decrease chronic absenteeism

Goal 3-- Parent, Community, and Student Engagement

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.

- To increase the number of parents providing input about school conditions
- To train parents on how to support learning at home and at school
- To increase student engagement

Goal 4-- Ensure School Safety

The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports and strengthening partnership between home and school.

- To sustain the low number of student suspensions while providing for targeted reductions in student subgroups
- To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups
- To reduce or maintain low percentage of expulsions
- Maintain safe and positive school environments

Goal 5-- Provide for Basic Services

To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

- To provide and maintain Basic Services for students and schools
- Teacher Assignments and Credentialing: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
- Access to Instructional Materials: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
- Facilities Maintenance: The school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Serrania Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At SCES our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic level. To meet the needs of our subgroups, teachers plan effective instructional opportunities to target students who need extra instructional time. Through extensive data analysis, teachers also design instructional small groups to target foundational skills, including preview and review, to master grade level standards.

California School Dashboard SBAC Data 2017 and 2018:

	2017 All Students	2017 State	2018 All Students	2018 State
ELA SBAC	29.9 Points Above Standards Declined 10.5 Points 290 Students	17 Points Below Standards Maintained -0.5 Points 2,795,694 Students	25.3 Points Above Standards Declined 4.6 Points 264 Points	6 Points Below Standards Maintained 2.2 Points 3,171,704 Students
MATH SBAC	13.7 Points Above Standards Declined 5 Points 289 Students	38 Points Below Standards Maintained 0.8 Points 2,811,320 Students	13.6 Points Above Standards Maintained -0.1 Points 261 Students	36.4 Points Below Standards Maintained 1.3 Points 3,166,345 Students

In comparison to the 2017 and 2018 California School Dashboard ELA SBAC Data, our overall scores show a decline of 4.6 points. Although our scores reflect a small decline, our students have scored at the highest performance level according to the state results with 25.3 points above standards. In the California School Dashboard Math SBAC Data, our scores show that we maintained our score, and we have maintained overall scores above standards with 13.6 points.

	Current English Learners	Reclassified English Learners	English Only
2017	94.5 Points Below Standards Declined 44.3 Points 11 Students	35.8 Points Above Standards Increased 15.7 Points 28 Students	31 Points Above Standards Declined 17.2 Points 230 Students
2018	61.6 Points Below Standards Increased 32.9 Points 18 Students	40.9 Points Above Standards Increased 5.2 Points 32 Students	25.7 Points Above Standards Declined 5.2 Points 194 Students

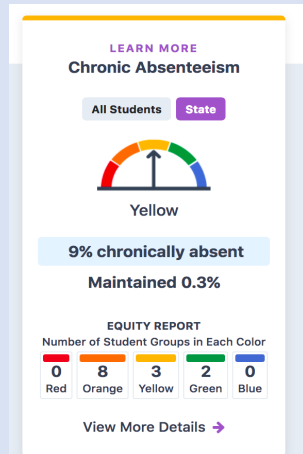
	Current English Learners	Reclassified English Learners	English Only
2017	81.4 Points Below Standards Declined 38.6 Points 11 Students	30.4 Points Above Standards Increased 28.9 Points 28 Students	11.5 Points Above Standards Declined 11.3 Points 229 Students
2018	46.8 Points Below Standards Increased 35.8 Points 19 Students	41.2 Points Above Standards Increased 10.8 Points 32 Students	10.9 Points Above Standards Maintained -0.7 Points 190 Students

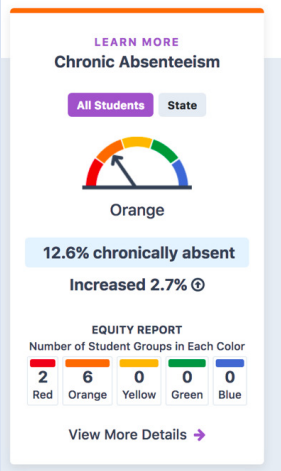
Serrania Charter school aligns the outcome of all students with educational goals, specific actions, and measurable outcomes in The Local Control and Accountability Plan as outlined in Element One of our charter. Among some of the highlights of this year's LCAP, working with our stakeholders, we have identified five goals that focus our needs for the next three years.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Areas for Improvement according to the California School Dashboard:





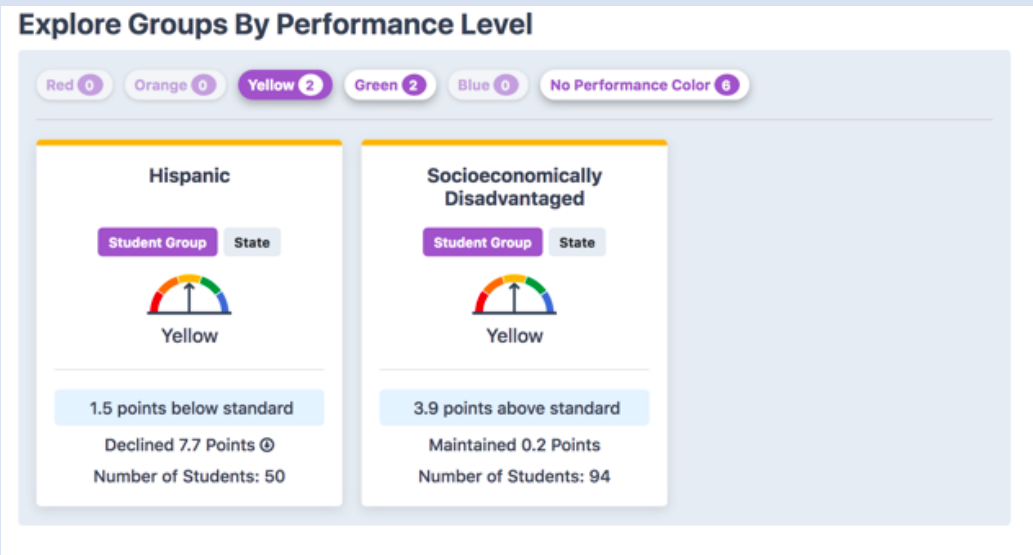
One of the biggest challenges we face at Serrania Charter for Enriched Studies is to increase our attendance rate, we plan on improving our student attendance rate through the use of a District PSA counselor's guidance, as well as implementing attendance incentives, track weekly attendance reports, and analyze attendance reports during grade level meetings. We also plan to send frequent letters to parents informing them of our attendance policy of maintaining fewer than seven absences per school year. With these strategies set in place, we plan on seeing tremendous improvement in our students' attendance rate and chronic absence rate this year and in future years.

Our 2018 California School Dashboard data shows 12.6% of our student population are chronically absent. These students have at-risk attendance, currently attending less than 87% to 91% of school and falling in the category of far below basic and below basic.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Serrania Charter for Enriched Studies teachers and staff is working with Hispanic and Socioeconomically Disadvantaged students to provide interventions and supports that will improve their scores from yellow to green, or possibly blue. Instructional plans to help close the achievement gap are Intervention for grades TK-2 on foundational reading skills 2 times a week, intervention for grades 3-5, 3 times a week on reading and writing skills to prepare students for the SBAC claims and standards.



Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any

resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate	2018-19	
	All Students 70%	
	Reclassified Fluent English Proficient Students (RFEP) 68%	
	English Learners 16%	
	Foster Youth 4%	
	Low-Income Students 60%	
	Latino Students 56%	
	African-American Students 63%	
	Students with Disabilities 29%	

Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate	2018-19 All Students 64% Reclassified Fluent English Proficient Students (RFEP) 54% English Learners 40% Foster Youth 4% Low-Income Students 52% Latino Students 48% African-American Students 34% Students with Disabilities 23%	
Percentage of 2nd grade fluent English student (EO, IFEP, RFEP) Demonstrating Proficiency in early literacy	2018-19 All Students 87% Reclassified Fluent English Proficient Students (RFEP) 100% Foster Youth 4% Low-Income Students 77% Latino Students 84% African-American Students 97% Students with Disabilities 47%	
Percentage of 2nd grade English Learners (ELD 1-2) demonstrating proficiency in early literacy	2018-19 ELD 1-2 English Learners 58%	
Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	2018-19 ELD 3-5 English Learners 58%	

English Learners Reclassification Rate	2018-19 English Learners 25.5% English Learners – Less than 5 Years 53% English Learners – More than 5 Years --Maintain 0%	
Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - AMAO1	2018-19 English Learners 79%	
Rate of English Learners who have not reclassified in 5 years (LTEL)	2018-19 Long Term English Learners 3%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:</p> <p>General Fund School Program- \$3,200,892</p> <ul style="list-style-type: none"> -School Principal (1 FTE) -School Assistant Principal (1 FTE) -School Administrative Assistant (1 FTE) -General Education Teachers (26 FTEs) - Itinerant Nurse (.20 FTE) - Itinerant Psychologist (.05 FTE) - Day to Day Substitutes - Office Technician (1 FTE) 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$13,545 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries; General Fund - Library Aide (repeated expenditure)</p> <p>\$3,513,900 - LCFF - 1000-1999 Certificated Salaries - General Fund School Program</p> <p>\$359,841 - LCFF - 1000-1999 Certificated Salaries - Teacher Costs Funded by Suppl/Conc</p> <p>\$79,179 - LCFF - 1000-1999 Certificated Salaries - TSP Investment - Assistant Principal EL</p>	<p>\$3,568,101 - LCFF - 1000-1999 Certificated Salaries - General Fund School Program</p> <p>- Not provided by fiscal</p> <p>\$79,179 - LCFF - 1000-1999 Certificated Salaries - TSP Investment - Assistant Principal EL</p>

- Temporary Personnel			
- Clerical Substitutes			
- General Supplies			
- Instructional Materials (IMA)			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:</p> <ul style="list-style-type: none"> • Resource Specialist Teacher • Substitute coverage for teachers to attend IEP meetings • Special Ed. Assistants to help students who are at risk <p>Additionally, the school will provide professional development opportunities:</p> <ul style="list-style-type: none"> • Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p>	<p>\$91,949 - LCFF - 1000-1999 Certificated Salaries - Resource Specialist Teacher (repeated expenditure) \$358,988 - LCFF - 2000-2999 Classified Salaries - Special Education Assistants (repeated expenditure) \$122,449 - LCFF - 1000-1999 Certificated Salaries - Special Education - Special Day Program (repeated expenditure) \$225,017 - Other State Revenues - 1000-1999 Certificated Salaries - Special Ed Special Day Program (repeated expenditure) \$6,996 - LCFF - 1000-1999 Certificated Salaries - Special Ed- APEIS (repeated expenditure) \$5,547 - LCFF - 1000-1999 Certificated Salaries - SPED-SCHOOL ALLOCATION-COMPLIANCE (repeated</p>	<p>\$818,622 - LCFF - 1000-1999 Certificated Salaries - Special education program incl. certificated and classified</p>

<ul style="list-style-type: none"> • Attend training (PD Teacher X) on Common Core implementation strategies for English language arts and Math lesson design and delivery, with a focus on informational text comprehension and number reasoning • Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students. • Implement LEXIA online literacy program for all of 1ST AND 2ND grade students, SWD students, EL students and all others scoring below benchmark to develop school-wide to support development of life-long readers who read with fluency and comprehension • Implement Accelerated Reader school-wide to promote literacy • Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities • Provide additional Psychologist and Nurse time to assist in assessing SWD students and support them with services at the school-site. <p>Program 12003</p> <p>Special Day Preschool program -\$225,017.00</p>		<p>expenditure) \$6,452 - LCFF - 1000-1999 Certificated Salaries - Occupational and Physical Therapy (repeated expenditure) \$0 (repeated expenditure) \$65,553 - LCFF - 1000-1999 Certificated Salaries - Deaf and Heard of Hearing Program (repeated expenditure) \$86,456 - LCFF - 1000-1999 Certificated Salaries - Speech and Language Program (repeated expenditure) \$14,391 - LCFF - 2000-2999 Classified Salaries - Instruction Aide Special Ed Program (repeated expenditure) \$30,170 - LCFF - 2000-2999 Classified Salaries - Special Ed Resource Specialist Program - Itinerant RSP Teacher \$102,211 - LCFF - 1000-1999 Certificated Salaries - Special Ed Special Day Program Teacher Salary \$39,645 - Other State Revenues - 1000-1999 Certificated Salaries - SpEd: IDEA Basic Local Assistant Itinerant APEIS \$907,368 - LCFF - 1000-1999 Certificated Salaries - Special education program incl. certificated and classified</p>	
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Program 12005			
Special Day Program - \$224,660.00			
Program 12076			
SpEd-APEIS - \$6,996.00			
Program 12215			
SpEd-Assistants -\$358,988.00			
Program 12394			
SpEd: IDEA Basic Local Assistant: APEIS -\$39,645.00			
Program 12529			
Occupational & Physical Therapy Program - \$6,452.00			
Program 12533			
Deaf & Hard of Hearing Program - \$65,553.00			
Program 12535			
Speech & Language Program - \$86,456.00			
Program 12817			
SPED-School Alloc-Compliance -\$5,547.00			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income	\$1,491 - LCFF - 1000-1999 Certificated Salaries - EL Coordinator Diff from Charter Sch Categorical Grant (repeated expenditure)	\$313,244 - LCFF - 2000-2999 Classified Salaries - Charter Categorical Blk Grant

<p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP. See also Implementation of State Standards English Language Arts provisions above.</p> <p>Additionally, the school will provide professional development opportunities for teachers to:</p> <p>School Program 3723 Charter School Categorical Blk Grant: \$217,498.00</p> <ul style="list-style-type: none"> • Training (PD Teacher X or Substitue) on Common Core • Day-to-Day Substitutes and Limited Contract Teacher for release time • Weekly Banked Time Professional Development on CCSS • GATE Coordinator Differential • EL Coordinator Differential • GATE Coordinator to provide teachers with targeted professional development to supplement core instruction to meet the needs of SAS and GATE students. • Provide intervention opportunities through a Limited Contract teacher during the school day and for Teacher Tutoring X time for after school intervention for students not meeting benchmark in CCSS and ELA. • Provide teacher assistants in all classrooms, to reduce student to adult ratio allowing for the teacher to work in small groups and provide targeted intervention. • Limited Contract Science Teacher to work with classroom teacher 	<p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$1,491 - LCFF - 1000-1999 Certificated Salaries - GATE Coord Diff from Charter Categorical Grant (repeated expenditure) \$90,983 - LCFF - 1000-1999 Certificated Salaries - Charter School Categorical Blk Grant - Limited Contract Teacher \$8,700 - LCFF - 5000-5999 Services and Other Operating Expenses - Charter School Categorical Blk Grant - Potential Funding VAR \$318,398 - LCFF - 2000-2999 Classified Salaries - Charter Categorical Blk Grant</p>	
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during science lessons to integrate use of informational text in literacy instruction

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>School Program - 3724 Charter School Alloc in Lieu of EIA: \$55,632.00</p> <p>Additionally, for English Learners, the school will provide professional development opportunities for teachers to</p> <ul style="list-style-type: none"> • Attend EL Training (PD Teacher X or Substitute) • On-site peer planning and coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine differentiated instruction based on targeted EL strategies • Weekly Banked Time 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - LEXIA Online Reading Intervention Program</p> <p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Online Math Intervention Program</p> <p>\$16,000 - LCFF - 1000-1999 Certificated Salaries - Limited Contract Intervention Teacher</p> <p>\$17,000 - LCFF - 4000-4999 Books and Supplies - Supplemental Instructional Materials</p> <p>\$10,632 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$9,000 - LCFF - 5000-5999 Services and Other Operating Expenses - LEXIA Online Reading Intervention Program</p> <p>\$3,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Online Math Intervention Program</p> <p>\$16,000 - LCFF - 1000-1999 Certificated Salaries - Limited Contract Intervention Teacher</p> <p>\$17,000 - LCFF - 4000-4999 Books and Supplies - Supplemental Instructional Materials</p> <p>\$10,632 - LCFF - 4000-4999 Books and Supplies</p>

Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc. • On-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) • Implement LEXIA online literacy program for EL students and all others scoring below benchmark • Develop a collection of Core Literature • Limited Contract Teacher during the school day for intervention on EL and Reading • Teacher assistants in all classrooms to cover EL classrooms • Limited Contract Science Teacher to provide content-based ELD during lesson. • GATE Coordinator to provide teachers with targeted professional development to meet the needs of all students including EL students who may be identified as GATE			
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Serrania Charter for Enriched Studies has created a plan of actions and services to achieve the goal for Proficiency for all by providing a rigorous instructional program by high quality teachers using Common Core State Standards aligned curriculum with timely formative/summative

assessments and supportive supplemental resources. Through data analysis sessions, teachers determine appropriate interventions or accelerated programs for students by providing services such as, small group instructions, individualized instruction, online resources, after school intervention, and supplemental curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our most current CAASPP results indicate that 66% of students in ELA demonstrated a 14% increase in ELA from 2014-2015 to 2015-2016. Our CAASPP subgroups have also demonstrated significant gains, i.e., our students with disabilities achieved a 15% increase in ELA. Our socio-economically disadvantaged students achieved a 23% increase in ELA from 33% meeting or exceeding the standards in 2015 to 56% meeting or exceeding the standards in 2016. Our grade level teams meet during grade level meetings to assure students receive instruction that supports 21st Century Learning Skills of communication, collaboration, critical thinking and creativity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted resources may not reflect the exact breakdown provided in the 2016-2019 LCAP template. Changes in reporting and transition to an E-LCAP template will result in a different format. There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All goals, metrics, actions, services and resources will continue to remain the same, however we will continue to purchase teacher assistants, aides, additional support staff to implement a strategic, systematic intervention program for students who need it. We will monitor our time management for the students to ensure targeted, differentiated support is provided to our SWD students, along with our students who are English Learners, Foster Youth or Socio-economically disadvantaged.

Goal 2

100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
The percentage of students attending 173-180 days each school year (96% attendance rate)	2018-19	
	All Students 62%	
	Low-Income Students 60%	
	English Learners 64%	
	Foster Youth 19%	
	African-American Students 50%	
Percentage rate of Students Missing 16 days or more each school year	Students with Disabilities 49%	
	2018-19	
	All Students 20%	
	Low-Income Students 24%	
	English Learners 25%	
	Foster Youth 47%	
	African-American Students 32%	
	Students with Disabilities 26%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>Additionally, for low income and foster youth, the school will:</p> <ul style="list-style-type: none"> • Provide additional intervention services and provide parent trainings specifically to serve the unique and individual needs of low income students and foster youth. • A Community Representative to make provide parent center professional development for parents of students following below benchmark for attendance and to make regular contact with parents. • Clerical overtime to make calls and send letters to parents of students who are chronically absent and to prepare letters and recognitions for students on target for proficient attendance • Additional Psychologist time to 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$1,800 - LCFF - 4000-4999 Books and Supplies - Books and Supplies;banners, brochures- charter categorical (repeated expenditure) \$6,034 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries; Itinerant Psychologist - General Funds \$10,000 - LCFF - 2000-2999 Classified Salaries - Custodial Overtime \$1,000 - LCFF - 2000-2999 Classified Salaries - Community Rep \$400 - LCFF - 2000-2999 Classified Salaries - Clerical Overtime (repeated expenditure)</p>	<p>\$6,034 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries; Itinerant Psychologist - General Funds \$10,000 - LCFF - 2000-2999 Classified Salaries - Custodial Overtime \$1,000 - LCFF - 2000-2999 Classified Salaries - Community Rep</p>

provide students and parents attendance related counseling. To provide consultative assistance to Administration and teachers. <ul style="list-style-type: none"> • Custodial overtime as needed to maintain clean classrooms to support student health and learning environment. 			
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>Targeted Supports to Increase Student Engagement at campuses of highest need</p> <p>Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel</p> <p>Additional Nurse time to counsel, educated, monitor and follow up with parents and students regarding health and nutrition issues that impact student attendance</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$23,060 - LCFF - 1000-1999 Certificated Salaries - TSP Nurse</p>	<p>\$11,870 - LCFF - 1000-1999 Certificated Salaries - TSP Nurse</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>Additionally, the school will:</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the staff. (see Parent and Family Involvement provisions above)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$2,435 - LCFF - 7000-7499</p> <p>Other - Parental Engagement - Individual Web Pages, emails, brochures, banners</p>	<p>\$2,435 - LCFF - 7000-7499</p> <p>Other - Parental Engagement - Individual Web Pages, emails, brochures, banners</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our goal is to have at least 96% of our students come to school on time, every day. Incentives are provided monthly, such as circulating trophies by grade level for highest monthly attendance by grade.

Certificates, pencils and trophies are other monthly incentives for high attendance. Assemblies recognize classes with attendance at 96% or higher each month. The implementation of the actions and services is to achieve a goal of 100% Attendance for All.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services delineated in the Serrania Charter for Enriched Studies' LCAP have

been challenge for our school in improving student attendance rate. Our plan is designed to attain an attendance rate higher than the Local District Average and the District Average. In our attendance plan, we will utilize a PSA counselor twice a week to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attaining a higher attendance rate. This plan will assist with decreasing the number of students missing 16 or more school days each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted resources may not reflect the exact breakdown provided in the 2016-2019 LCAP template. Changes in reporting and transition to an E-LCAP template will result in a different format. There was no significant change in the estimated and the actual expenditures. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One of the biggest challenges we face at Serrania Charter for Enriched Studies is to increase our attendance rate. To meet our LCAP goal, we plan on monitoring our student attendance rate through the use of a District PSA counselor, as well as implement attendance incentives, track weekly attendance reports, and analyze attendance reports during grade level meetings. We also plan to send frequent letters to parents informing them of our attendance policy, of maintaining fewer than seven absences per school year. With these strategies set in place, we plan on seeing tremendous improvement in our students attendance rate and chronic absence rate this years and in future years.

Goal 3

Parent, Community, and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of students who feel a part of their school (question on School Experience Survey) 2018-19 All Students 95%	
Percentage of parents completing the School Experience Survey annually 2018-19 All Parents 59%	
Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually 2018-19 All Parents 34%	
Percentage of parents that state that our parent center or community rep provides resources (information, classes, etc.) useful to help me support my child's learning 2018-19 All Parents 93%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>Provide programs for parents, including literacy, mathematics, and science family workshops to help parents support their childrens academic progress at home and serve as liaison to build strong partnership between home and school</p> <p>Provide opportunities for parents to build education literacy by attending conferences on current and relevant academic topics such as Common Core State Standards and needs of English Learners.</p> <p>See LAUSD LCAP.</p> <p>Parent and Family Involvement:</p> <p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually</p> <p>(2) I am a partner with this school in</p>		<p>\$575 - LCFF - 4000-4999 Books and Supplies - Books and Supplies; TSP - Parental Engagement - Books, Banners, Brochures (repeated expenditure) \$10,000 - LCFF - 2000-2999 Classified Salaries - Community Representative (repeated expenditure) \$0 (repeated expenditure) \$0 (repeated expenditure) \$2,000 - LCFF - 4000-4999 Books and Supplies - General Supplies to provide incentives (repeated expenditure)</p>	

<p>decisions made about my child's education.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p>			
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school will annually increase the percentage of parents, students, and staff participation in the school experience survey; by increasing annually the percent of parents filling out the school experience survey by having multiple workshops before and during the school survey window, increasing annually the amount of students participating in the school experience survey by providing classrooms with the time and technology needed to do this, increase annually the amount of school staff participating in the school experience survey by providing them with the time and technology needed to do this, and conduct workshops for parents to understand the importance of the school experience survey.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services delineated in the Serrania Charter for Enriched Studies' LCAP have been very effective overall in achieving the goal of Parent, Community and Student Engagement, as evidenced by the results of the the School Report Card and School Experience Survey. Additionally, we have seen an increase in parent involvement through parent workshops, newsletters, emails, connect ed messages. Effective communication about our school report card, A-G requirements, social/emotional education, the SBAC assessment, and common core workshops were instrumental in improving parental involvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted resources may not reflect the exact breakdown provided in the 2016-2019 LCAP template. Changes in reporting and transition to an E-LCAP template will result in a different format. There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as

applicable. Identify where those changes can be found in the LCAP.

Some strategies to help parents participate in providing feedback was; Providing parents access to technology while on campus; Having technology available on same night as another school events such as back to school night, open house, parent teacher conference week to complete surveys; Sending reminders with link to survey; Having a routine for parent communication on EMAIL system BlackBoard Connect Weekly; Communicating at Parent Meetings, or Parent Newsletters. This will lead to parents positively completing the school survey. Our school will continue to offer same services or resources to positively impact student and parent engagement.

Goal 4

Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Single Student Suspension Rate	2018-19 All Students Maintain 0% Low-Income Students Maintain 0% English Learners Maintain 0% Foster Youth Maintain 0% African-American Students Maintain 0% Students with Disabilities Maintain 0%	
Number of Instructional Days Lost to Suspension	2018-19 All Students Maintain 0% Low-Income Students Maintain 0% English Learners Maintain 0% Foster Youth Maintain 0% African-American Students Maintain 0% Students with Disabilities Maintain 0%	

Expulsion Rate 2018-19 All Students Maintain 0%	
Percentage of students who feel safe on school grounds 2018-19 All Students 94%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>Additionally, the school will:</p> <p>Implement a Safety Monitor or Peer Mediator program that trains and supports student leaders in serving as Safety</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p>	<p>\$250,000 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; Supervision Aides (12 sup. aides & 6 T.A.s) Categorical Block Grant</p>	<p>\$250,000 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; Supervision Aides (12 sup. aides & 6 T.A.s) Categorical Block Grant</p>

<p>Monitors or Peer Mediator to help prevent, de-escalate, and resolve conflicts and support all students.</p> <p>Maintain a Social Education Table and Area SET supervised by Supervision Aid for students to be closely supervised and taught social skills during recess and lunch. Also to provide intensive social skills groups for students that consistently need support.</p> <p>Implement the new edition of Second Step Social Skills program schoolwide to teach students communication, de-escalation, and problem solving skills.</p>			
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>Campus Aide-Provide a safe environment for youth</p> <p>Targeted Supports for School Climate/Safety Please see LAUSD LCAP.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$16,798 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; Campus Aides - Special Programs Base \$0 (repeated expenditure) \$500 - LCFF - 4000-4999 Books and Supplies - Books and Supplies; Safety Curriculum, Certificates, Awards, Banners - Charter Categorical</p>	<p>\$15,701 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; Campus Aides - Special Programs Base</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The implementation of the actions and services to Ensure a School Safety was effective by implementing a school-wide positive behavior program with second step curriculum, character and attitude development, kindness challenge curriculum, anti-bullying presentations three times a year with student created skits, playground activity rules posted, safety monitors on yard, positive messages posted as banners, posted expectations in each common area with rewards and consequences, expectations posted in classrooms and reinforced with reward system by teacher.

These actions contribute to maintaining a 0% suspension rate. Our Safety School Committee will continue to promote use of alternatives to suspension when dealing with student behaviors.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services delineated in the Serrania Charter for Enriched Studies' LCAP have been very effective overall in achieving the goal of Ensuring School Safety, as evidenced by the School Report Card and the CA Dashboard by the CDE.

By communicating clear expectations with the student code of honor, signed by parents and students in the start of the school year, posting rules/expectations, sending positive messages verbally, banners, and rewards, and with ample supervision with aides campus security aides, we have increased school safety and climate to support this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted resources may not reflect the exact breakdown provided in the 2016-2019 LCAP template. Changes in reporting and transition to an E-LCAP template will result in a different format. There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient in maintaining the services described in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to fund these safety positions, implement behavior assemblies, presentations, and post expectation banners, and restorative justice sessions to communicate safety throughout the year. Our focus will be on empowering both teachers, aides, and students to work together in to promote school safety and a climate of understanding and belonging while keeping students accountable for their behaviors and their impact on others.

Goal 5

Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach 2018-19 All Students -- Maintain 100%	
Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC) 2018-19 All On-Roster Teachers 27%	
Percentage of school-base staff attending 96% or above 2018-19 All Employees 88%	
Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements 2018-19 All Students 100%	
Percentage of facilities that are in good repair 2018-19 All Students 100%	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Serrania Charter for Enriched Studies</p> <p>See LAUSD LCAP.</p> <p>The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</p> <p>Plant Manager Buildings and Grounds Worker Maintenance and Operations Supplies e.g., bathroom and cleaning supplies and tools Custodial Overtime to clean classrooms, clean grounds, and to clean up after events</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p>	<p>\$65,792 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; B & G Worker (repeated expenditure) \$77,520 - LCFF - 2000-2999 Classified Salaries - Classified Salaries; Plant Manager (repeated expenditure) \$6,142 - LCFF - 4000-4999 Books and Supplies - Books and Supplies:Maintenance and Operations Supplies (repeated expenditure)</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>\$1,388,778 - LCFF - 2000-2999 Classified Salaries - Classified</p>	

Improved Services Requirement Students to be Served: All Location: Specific Schools: Serrania Charter for Enriched Studies Centralized Support and Resources Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.	Improved Services Requirement Students to be Served: All Location: All Schools	Salaries; Centralized Support and Central Office Resources (repeated expenditure)	
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Serrania Charter for Enriched Studies See LAUSD LCAP. Additionally, the school will: Provide a collection of audio instructional and technology based materials in order to provide students with disabilities in SDC with access to core instructional materials.	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools	\$500 - LCFF - 5000-5999 Services and Other Operating Expenses - IMA; Special Ed IMA for SDC (repeated expenditure)	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school will achieve and maintain an overall good rating or equivalent on annual review(s) of school facilities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

To achieve this goal, Serrania Charter for Enriched Studies will implement the following actions and services:

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal and Plant Manager.
- Annual Williams instructional materials review and certification process
- Annual school verification rosters
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal
- Quarterly review of ELD and special education programs to identify and obtain all instructional materials needed, done by Principal, APEIS, and EL Coordinator

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted resources may not reflect the exact breakdown provided in the 2016-2019 LCAP template. Changes in reporting and transition to an E-LCAP template will result in a different format. There was no significant change in the estimated and the actual expenditures aside from the health and welfare benefits of employees. The amounts budgeted were sufficient to continue to provide support for low income, English Learners and other subgroups.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Expected outcomes include continuing increases in ELA and MATH scores on SBAC. Our school will continue to focus on academic rigor in the classrooms, continue to provide intervention for students who are not meeting, or making adequate progress toward, the CCSS grade level standards by assigning 100% of teacher in accordance with their credentials, including subject matter and EL authorizations.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In developing the LCAP for Serrania Charter for Enriched Studies, the principal took several steps to communicate the purpose of LCFF to the school community. On November 29, 2018 and February 14, 2019 the principal presented information about the LCFF during a meeting of the Governing Board attended by parents and staff members. LCFF information, was disseminated via the school's weekly emails, which goes to all stakeholders. During monthly Charter Committees meetings, which include school staff and parents, the principal provided an overview for all stakeholders—teachers, parents, and staff members and discussed priorities to meet the needs of the school's foster children, English Learners and low-income students. CST, School Report Card and AMAOs were reviewed at the beginning of the year and also during the budget meetings.

All stakeholders and parents of students in the subgroups were given the opportunity to participate and voice priorities for the spending of the money at Faculty Meetings, PTO and Governing Board meetings. At the beginning of the year and throughout the year, results from benchmark assessments, DIBELS, School Discipline, Interim Assessments, Report cards, SRC data, CELDT data, AMAOs, reclassification, attendance and suspensions were discussed and analyzed by staff and Governing Board members. These priorities were discussed during the budget discussions during Staff Meeting on March 26, 2019, ELAC Meeting March 14, 2019, and the Governing Board Meeting on March 28, 2019 to discuss priorities, especially to meet the needs of LTELs.

The Local District also convened parent LCAP Study Group Meetings to discuss the LCAP goals on November 15, 2018, December 6, 2018 and January 29, 2019; parents were notified by email and connect-Ed phone system.

Student Council members met Thursdays in the month of March 2019 to give their input on the needs of the school. They addressed the needs of homeless students by working with Community Committee to hold a Halloween Costume Drive, Halloween Candy Drive, Thanksgiving Food Drive and Holiday Toy Drive. Student Council also requested the ongoing intervention programs that are offered by the school to assist students who need additional support.

During these meetings, we also discussed the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. At these meetings, school leadership also explained that the school would be aligning the LCAP to the school's charter as well as its recently updated Single Plan for Student Achievement (SPSA), which together already identified many of the school's goals, needs and corresponding plans to meet those needs through various expenditures. During discussions of student achievement to guide the school's budget expenditures, stakeholders viewed the school's Data Summary Sheet and School Report Card. The Data Summary Sheet and School Report Card together provide information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement. Discussion about student data was also begun at the beginning of the year during staff and Governing Board/School Site Council meetings.

Based in part on stakeholder input already provided during the process of updating the school's SPSA, staff then proceeded to draft a proposed LCAP, aligned to the charter and the SPSA, on the required template and disseminated the written draft for review and comment by school staff and parents. All parents, including parents/guardians of foster youth, English Learners, and coming from socio-economically disadvantaged youth were informed and invited to take place in the process. In addition to substantial oral feedback, the school received written comments from several staff

members and parents.

Comments and input from all stakeholders were reviewed and reflected in the LCAP on April 25, 2019. The Governing Board/School Site Council will be approving submission of the proposed LCAP on May 16, 2019.

Annual Update:

Based in part on stakeholder input already provided during the process of updating the school's SPSA, the annual charter review, and the annual budget development period, the school leadership team then proceeded to update the LCAP, aligned to the charter and the SPSA, on the required new template and disseminated the written draft for review and comment by school staff and parents.

School leaders then reviewed all of the comments and input. As a final step, the school leadership presented the final proposal to the Local School Leadership Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Council approved the submission of the proposed LCAP on May 16, 2019.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As a direct result of comments and feedback received through the involvement of Serrania's staff, parents, and students in the LCAP development process, the school revised the LCAP to provide more support and resources for intervention services to students as well as short-term targeted intervention for English learners to assist them in the ELPAC and increasing a level on their ELD program, aimed at gaining proficiency, reclassifying, and reducing the number of Long Term English Learners (LTELs).

Parents and teachers input led to the implementation of a new before and after school Teacher led intervention program, the purchase of online programs Lexia reading and IXL math for intervention and technology devices for students. In addition input led to continuation of funding for a Limited Contract in- school Intervention Teacher and 11 teacher assistant positions to support teachers to provide small group target intervention instruction for students struggling academically. In addition the continuation of a Limited Contract science teacher so that the classroom teacher and science teacher can work together to improved intensified instruction for students during core subject instruction. In particular focus will be on Students with Disabilities and the EL students in meeting benchmark in ELA, math, and ELD. It was suggested to continue to fund the EL Coordinator stipend of the English Learner's program, assuring compliance and additional instruction in English Language Development for our ELs, especially our Long-Term English Learners.

Teacher input led to continuation funding to assure classrooms in grades 4 and 5 met the district norm. Teachers also wanted to maintain the Limited Contract Teacher and paraprofessionals to be tasked with assisting teachers in providing small group targeted intervention and practice and the development of a Learning Center for upper grade. The intervention Teacher and aides also acts as additional assistance for review of ELPAC assessment data and to provide targeted assistance on the 2019 ELPAC summative assessment. In addition, analysis of attendance data led to the funding of additional nurse time to assist students with health related issues. And analysis of student intervention data led to the funding of additional psychologist time to assess struggling students.

Student Council members expressed the continuing need to provide support for homeless or low-performing students through fundraising and awareness activities. Afterschool intervention by a classroom teacher was suggested.

Annual Update:

As a direct result of comments and feedback received through the involvement of staff, parents, and students in the LCAP development process, the school revised the LCAP to provide more support and resources for a series of parent trainings in ways to support and extend academic learning

at home. Parent input was gathered to plan the Parent University sessions.

Teacher input led to the continuation of Teachers Assistant positions to assist with differentiated instruction. In addition, two days of psychology time and a community representative will be added to reach the needs of all students, especially our English Learners, foster youth, and students of low income. Teacher training and planning time will be provided to increase the use of research based strategies to integrate ELA and math throughout the curriculum. Professional development and planning time will be provided to continue the cohesive implementation of the school's programs and begin learning the Next Generation Science Standards.

In response to student input, in addition to other considerations, the school will continue to offer after-school tutoring for targeted students.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Proficiency for All

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access

Local Priorities:

Identified Need:

RFEP students, English Learners, Long-Term English Learners, Foster Youth, Low-Income Students, Latino Students, African-American Students, Students with Disabilities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Smart Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate	<p>All Students 66%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 64%</p> <p>English Learners 12%</p> <p>Foster Youth 0%</p> <p>Low-Income Students 56%</p> <p>Latino Students 52%</p>	<p>All Students 68%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 66%</p> <p>English Learners 14%</p> <p>Foster Youth 2%</p> <p>Low-Income Students 58%</p> <p>Latino Students 54%</p>	<p>All Students 70%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 68%</p> <p>English Learners 16%</p> <p>Foster Youth 4%</p> <p>Low-Income Students 60%</p> <p>Latino Students 56%</p>	<p>All Students 72%</p> <p>Reclassified Fluent English Proficient Students (RFEP) 70%</p> <p>English Learners 18%</p> <p>Foster Youth 6%</p> <p>Low-Income Students 62%</p> <p>Latino Students 58%</p>

	African-American Students 59%	African-American Students 61%	African-American Students 63%	African-American Students 65%
	Students with Disabilities 25%	Students with Disabilities 27%	Students with Disabilities 29%	Students with Disabilities 31%
Smart Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate	All Students 60%	All Students 62%	All Students 64%	All Students 66%
	Reclassified Fluent English Proficient Students (RFEP) 50%	Reclassified Fluent English Proficient Students (RFEP) 52%	Reclassified Fluent English Proficient Students (RFEP) 54%	Reclassified Fluent English Proficient Students (RFEP) 56%
	English Learners 36%	English Learners 38%	English Learners 40%	English Learners 42%
	Foster Youth 0%	Foster Youth 2%	Foster Youth 4%	Foster Youth 6%
	Low-Income Students 48%	Low-Income Students 50%	Low-Income Students 52%	Low-Income Students 54%
	Latino Students 44%	Latino Students 46%	Latino Students 48%	Latino Students 50%
	African-American Students 31%	African-American Students 32%	African-American Students 34%	African-American Students 36%
	Students with Disabilities 19%	Students with Disabilities 21%	Students with Disabilities 23%	Students with Disabilities 25%
Percentage of 2nd grade fluent English student (EO, IFEP, RFEP) Demonstrating Proficiency in early literacy	All Students 83%	All Students 85%	All Students 87%	All Students 89%
	Reclassified Fluent English Proficient Students (RFEP) 100%	Reclassified Fluent English Proficient Students (RFEP) 100%	Reclassified Fluent English Proficient Students (RFEP)100%	Reclassified Fluent English Proficient Students (RFEP) 100%
	Foster Youth 0%	Foster Youth 2%	Foster Youth 4%	Foster Youth 6%
	Low-Income Students 73%	Low-Income Students 75%	Low-Income Students 77%	Low-Income Students 79%
	Latino Students 80%	Latino Students 82%	Latino Students 84%	Latino Students 86%
	African-American Students 95%	African-American Students 96%	African-American Students 97%	African-American Students 98%
	Students with Disabilities 43%	Students with Disabilities 45%	Students with Disabilities 47%	Students with Disabilities 49%
Percentage of 2nd grade	ELD 1-2 English Learners	ELD 1-2 English Learners	ELD 1-2 English Learners	ELD 1-2 English Learners

English Learners (ELD 1-2) demonstrating proficiency in early literacy	54%	56%	58%	60%
Percentage of 2nd grade English Learners (ELD 3-5) demonstrating proficiency in early literacy	ELD 3-5 English Learners 54%	ELD 3-5 English Learners 56%	ELD 3-5 English Learners 58%	ELD 3-5 English Learners 60%
English Learners Reclassification Rate	English Learners 21.5% English Learners – Less than 5 Years 49% English Learners – More than 5 Years 0%	English Learners 23.5% English Learners – Less than 5 Years 51% English Learners – More than 5 Years --Maintain 0%	English Learners 25.5% English Learners – Less than 5 Years 53% English Learners – More than 5 Years --Maintain 0%	English Learners 27.5% English Learners – Less than 5 Years 55% English Learners – More than 5 Years --Maintain 0%
Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT) - AMAO1	English Learners 75%	English Learners 77%	English Learners 79%	English Learners 81%
Rate of English Learners who have not reclassified in 5 years (LTEL)	Long Term English Learners 7%	Long Term English Learners 5%	Long Term English Learners 3%	Long Term English Learners 1%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, necessary for administering and implementing the schools core educational programs and services as well as operating the school:

services as well as operating the school:

General Fund School Program

- School Principal (1 FTE)
- General Education Teachers (26 FTEs)
- Special Education Resource Teacher (1 FTE)
- Special Education Special Day Program (1FTE)
- Special Education Assistants (6 FTE)
- Special Education School Allocation Compliance
- School Administrative Assistant (1 FTE)
- Plant Manager (1FTE)
- Building and Grounds (1 FTE)
- Office Technician (1 FTE)
- Itinerant Nurse (.20 FTE)
- Itinerant Psychologist (.05 FTE)
- Day to Day Substitutes
- Professional Experts
- Temporary Personnel
- Campus Aides
- Clerical Substitutes
- Maintenance Supplies
- General Supplies
- Itinerant Arts Teacher (.20 FTE)
- Instructional Materials (IMA)
(some IMA expenditures of total allocation are included separately in Implementation of State Standards English Language Arts below)
- Library Aide (3 hours -district)
- Day to Day subs for Professional Development

General Fund School Program- \$3,200,892

- School Principal (1 FTE)
- School Assistant Principal (1 FTE)
- School Administrative Assistant (1 FTE)
- General Education Teachers (26 FTEs)
- Itinerant Nurse (.20 FTE)
- Itinerant Psychologist (.05 FTE)
- Day to Day Substitutes
- Office Technician (1 FTE)
- Temporary Personnel
- Clerical Substitutes
- General Supplies
- Instructional Materials (IMA)

General Fund School Program- \$3,200,892

- School Principal (1 FTE)
- School Assistant Principal (1 FTE)
- School Administrative Assistant (0.5 FTE)
- General Education Teachers (25 FTEs)
- Itinerant Nurse (.20 FTE)
- Itinerant Psychologist (.05 FTE)
- Day to Day Substitutes
- Office Technician (1 FTE)
- Clerical Substitutes
- General Supplies
- Instructional Materials (IMA)

- Limited Contract Teacher for Professional Development

LAUSD Central

- Central Office Resources total \$395,744
- Centralized Support
- General Fund Contribution to Special Education Supplement
- Proposed New Investment part of Library Aide
- Foster Youth Program

Charter Budget-EIA \$ 56,302

- Teacher Assistants 5 positions at 5 hours-

Parental Engagement Budget 10405

- Clerical Overtime-
- Custodial Overtime-
- Community Representative

LEP- S176 Budget

- Teacher Tutoring X time-

Charter Budget Block Grant 2015-16 total \$220,120 program 12723

- Teacher Assistants 13 positions at 3 hours
- Teacher Tutoring X time-
- Limited Contract Science Teacher-
- EL Coordinator Differential
- GATE Coordinator Differential
- School Psychologist (.05 FTE)
- Custodial Overtime

<ul style="list-style-type: none"> • Community Representative • Itinerant Nurse (.05 FTE) • State Adopted Textbooks • Copier Contract • IMA • Charter Block Grant Carryover from previous year • Technology (Ipads and Chromebooks) • Professional Expert and Arts Assemblies • Lexia online reading intervention program • IXL math online program • Limited Contract Intervention Teacher • Supplemental Instructional Materials 		
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,276 (repeat expenditure)	\$13,545 (repeat expenditure)	\$13,545 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries; General Fund - Library Aide	1000-1999 Certificated Salaries; Certificated Salaries; General Fund - Library Aide	1000-1999 Certificated Salaries
Amount	\$359,841	\$3,200,892	\$3,012,709
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher Costs Funded by Suppl/Conc	1000-1999 Certificated Salaries; General Fund School Program	1000-1999 Certificated Salaries; General Fund School Program
Amount	\$0	\$359,841	\$373,470

Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; Teacher Costs Funded by Suppl/Conc	3000-3999 Employee Benefits; Teacher Costs Funded by Suppl/Conc
Amount	\$0	\$79,179	\$79,179
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; TSP Investment - Assistant Principal EL	1000-1999 Certificated Salaries; TSP Investment - Assistant Principal EL

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:

- Resource Specialist Teacher
- Substitute coverage for teachers to attend IEP meetings
- Special Ed. Assistants to help students who are at risk

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:

- Resource Specialist Teacher
- Substitute coverage for teachers to attend IEP meetings
- Special Ed. Assistants to help students who are at risk

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following staffing and resources to the school necessary for administering and implementing the schools core educational programs and services for students with disabilities:

Resource Specialist Teacher
Substitute coverage for teachers to attend IEP meetings
Special Ed. Assistants to help students who are at risk

<p>Additionally, the school will:</p> <p>Provide professional development opportunities:</p> <p>Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc.</p> <p>Attend training (PD Teacher X) on Common Core implementation strategies for English language arts and Math lesson design and delivery, with a focus on informational text comprehension and number reasoning</p> <p>Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students</p> <p>Implement LEXIA online literacy program for all of 1ST AND 2ND grade students, SWD students, EL students and all others scoring below benchmark to develop schoolwide to support development of life-long readers who read with fluency and comprehension</p> <p>Implement Accelerated Reader school-wide to promote literacy</p> <p>Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities</p> <p>Provide additional Psychologist and Nurse time to assist in assessing SWD students and support them with services at the school-site.</p> <p>School Supervision Assistant hours to support students with social skills instruction, monitoring and support during recess and lunch.</p>	<p>Additionally, the school will provide professional development opportunities:</p> <ul style="list-style-type: none"> • Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc. • Attend training (PD Teacher X) on Common Core implementation strategies for English language arts and Math lesson design and delivery, with a focus on informational text comprehension and number reasoning • Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students. • Implement LEXIA online literacy program for all of 1ST AND 2ND grade students, SWD students, EL students and all others scoring below benchmark to develop school-wide to support development of life-long readers who read with fluency and comprehension • Implement Accelerated Reader school-wide to promote literacy • Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities • Provide additional Psychologist and Nurse time to assist in assessing SWD students and support them with services at the school-site. <p>Program 12003</p> <p>Special Day Preschool program -\$225,017.00</p> <p>Program 12005</p>	<p>Additionally, the school will provide professional development opportunities:</p> <p>Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc.</p> <p>Attend training (PD Teacher X) on Common Core implementation strategies for English language arts and Math lesson design and delivery, with a focus on informational text comprehension and number reasoning</p> <p>Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students.</p> <p>Implement LEXIA online literacy program for all of 1ST AND 2ND grade students, SWD students, EL students and all others scoring below benchmark to develop school-wide to support development of life-long readers who read with fluency and comprehension</p> <p>Implement Accelerated Reader school-wide to promote literacy</p> <p>Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities</p> <p>Provide additional Psychologist and Nurse time to assist in assessing SWD students and support them with services at the school-site.</p> <p>Program 12003</p> <p>Special Day Preschool program -\$225,017.00</p> <p>Program 12005</p> <p>Special Day Program - \$224,660.00</p> <p>Program 12076</p> <p>SpEd-APEIS - \$6,996.00</p>
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Purchase of Technology devices(2 chrome carts for upper grade and 100 devices for K-3) and programs to assist teachers in providing targeted intervention and to prepare for SBAC and practice typing, do research, and integrate computers across the curriculum.	Special Day Program - \$224,660.00	Program 12215
	Program 12076	SpEd-Assistants -\$358,988.00
	SpEd-APEIS - \$6,996.00	Program 12394
	Program 12215	SpEd: IDEA Basic Local Assistant: APEIS -\$39,645.00
	SpEd-Assistants -\$358,988.00	Program 12529
	Program 12394	Occupational & Physical Therapy Program - \$6,452.00
	SpEd: IDEA Basic Local Assistant: APEIS -\$39,645.00	Program 12533
	Program 12529	Deaf & Hard of Hearing Program - \$65,553.00
	Occupational & Physical Therapy Program - \$6,452.00	Program 12535
	Program 12533	Speech & Language Program - \$86,456.00
	Deaf & Hard of Hearing Program - \$65,553.00	Program 12817
	Program 12535	SPED-School Alloc-Compliance -\$5,547.00
	Speech & Language Program - \$86,456.00	
	Program 12817	
	SPED-School Alloc-Compliance -\$5,547.00	

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$115,497 (repeat expenditure)	\$91,949 (repeat expenditure)	\$91,949 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Resource Specialist Teacher	1000-1999 Certificated Salaries; Resource Specialist Teacher	1000-1999 Certificated Salaries; Resource Specialist Teacher
Amount	\$392,567 (repeat expenditure)	\$358,988 (repeat expenditure)	\$358,988 (repeat expenditure)

Source	Other State Revenues	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Special Education Assistants	2000-2999 Classified Salaries; Special Education Assistants	2000-2999 Classified Salaries; Special Education Assistants
Amount	\$122,457 (repeat expenditure)	\$122,449 (repeat expenditure)	\$122,449 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Special Education - Special Day Program	1000-1999 Certificated Salaries; Special Education - Special Day Program	1000-1999 Certificated Salaries; Special Education - Special Day Program
Amount	\$220,167 (repeat expenditure)	\$225,017 (repeat expenditure)	\$225,017 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Special Ed - Preschool Program	1000-1999 Certificated Salaries; Special Ed Special Day Program	1000-1999 Certificated Salaries; Special Ed Special Day Program
Amount	\$46,319 (repeat expenditure)	\$6,996 (repeat expenditure)	\$6,996 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Special Ed- APEIS	1000-1999 Certificated Salaries; Special Ed- APEIS	1000-1999 Certificated Salaries; Special Ed- APEIS
Amount	\$4,527 (repeat expenditure)	\$5,547 (repeat expenditure)	\$5,547 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; SPED-SCHOOL ALLOCATION-COMPLIANCE	1000-1999 Certificated Salaries; SPED-SCHOOL ALLOCATION-COMPLIANCE	1000-1999 Certificated Salaries; SPED-SCHOOL ALLOCATION-COMPLIANCE
Amount	\$16,387 (repeat expenditure)	\$6,452 (repeat expenditure)	\$6,452 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Occupational and Physical Therapy	1000-1999 Certificated Salaries; Occupational and Physical Therapy	1000-1999 Certificated Salaries; Occupational and Physical Therapy
Amount	\$1,002 (repeat expenditure)	\$0 (repeat expenditure)	\$0 (repeat expenditure)
Source	Other State Revenues		

Budget Reference	1000-1999 Certificated Salaries; Adapted Physical Education Pro		
Amount	\$69,233 (repeat expenditure)	\$65,553 (repeat expenditure)	\$65,553 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Deaf and Heard of Hearing Program	1000-1999 Certificated Salaries; Deaf and Heard of Hearing Program	1000-1999 Certificated Salaries; Deaf and Heard of Hearing Program
Amount	\$97,464 (repeat expenditure)	\$86,456 (repeat expenditure)	\$86,456 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Speech and Language Program	1000-1999 Certificated Salaries; Speech and Language Program	1000-1999 Certificated Salaries; Speech and Language Program
Amount	\$16,798 (repeat expenditure)	\$14,391 (repeat expenditure)	\$14,391 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Campus Aide Special Program	2000-2999 Classified Salaries; Instruction Aide Special Ed Program	2000-2999 Classified Salaries; Instruction Aide Special Ed Program
Amount	\$0	\$30,170 (repeat expenditure)	\$30,170
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Special Ed Resource Specialist Program - Itinerant RSP Teacher	2000-2999 Classified Salaries; Special Ed Resource Specialist Program - Itinerant RSP Teacher
Amount	\$0	\$39,645	\$39,645
Source		Other State Revenues	Other State Revenues
Budget Reference		1000-1999 Certificated Salaries; SpEd: IDEA Basic Local Assistant Itinerant APEIS	1000-1999 Certificated Salaries; SpEd: IDEA Basic Local Assistant Itinerant APEIS
Amount	\$0	\$0	\$1,970,906
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries;

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>See LAUSD LCAP. See also Implementation of State Standards – English Language Arts provisions above.</p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to: <ul style="list-style-type: none"> ◦ Attend training (PD Teacher X or Substitue) on Common Core implementation strategies for ELA lesson design and delivery,

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>See LAUSD LCAP. See also Implementation of State Standards English Language Arts provisions above.</p> <p>Additionally, the school will provide professional development opportunities for teachers to:</p> <p>School Program 3723 Charter School Categorical Blk Grant: \$217,498.00</p> <ul style="list-style-type: none"> • Training (PD Teacher X or Substitue) on Common Core

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
<p>See LAUSD LCAP. See also Implementation of State Standards English Language Arts provisions above.</p> <p>Additionally, the school will provide professional development opportunities for teachers to:</p> <p>School Program 3723 Charter School Categorical Blk Grant: \$217,498.00</p> <ul style="list-style-type: none"> • Training (PD Teacher X or Substitue) on Common Core

<ul style="list-style-type: none"> with a focus on problem-solving and real-world applications. o Participate in on-site peer planning and coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine research-based problem-solving strategies and activities, including high-quality implementation of the ELA CCSS. o Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc. • Provide intervention opportunities through a Limited Contract teacher during the school day and for Teacher Tutoring X time for afterschool intervention for students not meeting benchmark in CCSS and ELA. • Provide teacher assistants in all classrooms, to reduce student to adult ratio allowing for the teacher to work in small groups and provide targeted intervention. • Limited Contract Science Teacher to work with classroom teacher during science lessons to integrate use of informational text in literacy instruction <p>GATE Coordinator to provide teachers with targeted professional development to supplement core instruction to meet the needs of SAS and GATE students.</p>	<ul style="list-style-type: none"> • Day-to-Day Substitutes and Limited Contract Teacher for release time • Weekly Banked Time Professional Development on CCSS • GATE Coordinator Differential • EL Coordinator Differential • GATE Coordinator to provide teachers with targeted professional development to supplement core instruction to meet the needs of SAS and GATE students. • Provide intervention opportunities through a Limited Contract teacher during the school day and for Teacher Tutoring X time for after school intervention for students not meeting benchmark in CCSS and ELA. • Provide teacher assistants in all classrooms, to reduce student to adult ratio allowing for the teacher to work in small groups and provide targeted intervention. • Limited Contract Science Teacher to work with classroom teacher during science lessons to integrate use of informational text in literacy instruction 	<ul style="list-style-type: none"> • Day-to-Day Substitutes and Limited Contract Teacher for release time • Weekly Banked Time Professional Development on CCSS • GATE Coordinator Differential • EL Coordinator Differential • GATE Coordinator to provide teachers with targeted professional development to supplement core instruction to meet the needs of SAS and GATE students. • Provide intervention opportunities through a Limited Contract teacher during the school day and for Teacher Tutoring X time for after school intervention for students not meeting benchmark in CCSS and ELA. • Provide teacher assistants in all classrooms, to reduce student to adult ratio allowing for the teacher to work in small groups and provide targeted intervention. • Limited Contract Science Teacher to work with classroom teacher during science lessons to integrate use of informational text in literacy instruction
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Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$1,491 (repeat expenditure)	\$1,491 (repeat expenditure)	\$1,491 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; EL Coordinator Diff from Charter Sch Categorical Grant	1000-1999 Certificated Salaries; EL Coordinator Diff from Charter Sch Categorical Grant	1000-1999 Certificated Salaries; EL Coordinator Diff from Charter Sch Categorical Grant
Amount	\$1,491 (repeat expenditure)	\$1,491 (repeat expenditure)	\$0 (repeat expenditure)
Source	LCFF	LCFF	
Budget Reference	1000-1999 Certificated Salaries; GATE Coord Diff from Charter Categorical Grant	1000-1999 Certificated Salaries; GATE Coord Diff from Charter Categorical Grant	; GATE Coord Diff from Charter Categorical Grant
Amount	\$0	\$90,983	\$90,983
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; C	1000-1999 Certificated Salaries; Charter School Categorical Blk Grant - Limited Contract Teacher	1000-1999 Certificated Salaries; Charter School Categorical Blk Grant - Limited Contract Teacher
Amount	\$0	\$8,700	\$8,700
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; Charter School Categorical Blk Grant - Potential Funding VAR	5000-5999 Services and Other Operating Expenses; Charter School Categorical Blk Grant - Potential Funding VAR
Amount	\$0	\$117,815	\$117,815
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries; Charter Categorical Blk Grant IMA	2000-2999 Classified Salaries; Charter Categorical Blk Grant IMA

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, for English Learners, the school will:

- Provide professional development opportunities for teachers to:
 - Attend training (PD Teacher X or Substitute) on differentiated strategies to meet needs of EL students
 - Participate in on-site peer

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

School Program - 3724 Charter School Alloc in Lieu of EIA: \$55,632.00

Additionally, for English Learners, the school will provide professional development opportunities for teachers to

- Attend EL Training (PD Teacher X or Substitute)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

School Program - 3724 Charter School Alloc in Lieu of EIA: \$55,632.00

Additionally, for English Learners, the school will provide professional development opportunities for teachers to

- Attend EL Training (PD Teacher X or Substitute)
- On-site peer planning and coaching

planning and coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine differentiated instruction based on targeted EL strategies

- Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc.
- Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students
- Purchase of Technology devices(2 chrome carts for upper grade and 100 devices for K-3) and programs to assist teachers in providing targeted intervention and to prepare for SBAC and practice typing, do research, and integrate computers across the curriculum.
- Implement LEXIA online literacy program for all, EL students and all others scoring below benchmark to develop school-wide to support development of life-long readers who read with fluency and comprehension
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities so that teachers can offer WIDE READING opportunities to support vocabulary development
- Provide intervention opportunities through a Limited Contract teacher

- On-site peer planning and coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine differentiated instruction based on targeted EL strategies
- Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc.
- On-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time)
- Implement LEXIA online literacy program for EL students and all others scoring below benchmark
- Develop a collection of Core Literature
- Limited Contract Teacher during the school day for intervention on EL and Reading
- Teacher assistants in all classrooms to cover EL classrooms
- Limited Contract Science Teacher to provide content-based ELD during lesson.
- GATE Coordinator to provide teachers with targeted professional development to meet the needs of all students including EL students who may be identified as GATE

- (Day-to-Day Substitutes and Limited Contract Teacher for release time) to evaluate, plan, and refine differentiated instruction based on targeted EL strategies
- Weekly Banked Time Professional Development on CCSS, Differentiation, Intervention for EL and SWD, etc.
 - On-site literacy expert support and peer coaching (Day-to-Day Substitutes and Limited Contract Teacher for release time)
 - Implement LEXIA online literacy program for EL students and all others scoring below benchmark
 - Develop a collection of Core Literature
 - Limited Contract Teacher during the school day for intervention on EL and Reading
 - Teacher assistants in all classrooms to cover EL classrooms
 - Limited Contract Science Teacher to provide content-based ELD during lesson.
 - GATE Coordinator to provide teachers with targeted professional development to meet the needs of all students including EL students who may be identified as GATE

<p>during the school day and for Teacher Tutoring X time for afterschool intervention for students not meeting benchmark in CCSS and ELA and for CELDT preparation</p> <ul style="list-style-type: none"> • Provide teacher assistants in all classrooms, to reduce student to adult ratio allowing for the teacher to work in small groups and provide targeted intervention for EL students for EL instructional block in daily schedule. • Limited Contract Science Teacher to work with classroom teacher during science lessons to integrate use of informational text in literacy instruction thus allowing classroom teacher to provide content-based ELD during lesson. <p>GATE Coordinator to provide teachers with targeted professional development to supplement core instruction to meet the needs of SAS and GATE students including EL students who may be identified as GATE</p>		
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$9,000 (repeat expenditure)	\$9,000 (repeat expenditure)	\$0 (repeat expenditure)
Source	Other State Revenues	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; LEXIA Online Reading Intervention Program	5000-5999 Services and Other Operating Expenses; LEXIA Online Reading Intervention Program	5000-5999 Services and Other Operating Expenses; LEXIA Online Reading Intervention Program
Amount	\$3,000 (repeat expenditure)	\$3,000 (repeat expenditure)	\$3,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	5000-5999 Services and Other Operating Expenses; Online Math Intervention Program	5000-5999 Services and Other Operating Expenses; Online Math Intervention Program	5000-5999 Services and Other Operating Expenses; Online Math Intervention Program
Amount	\$16,000 (repeat expenditure)	\$16,000 (repeat expenditure)	\$16,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Limited Contract Intervention Teacher	1000-1999 Certificated Salaries; Limited Contract Intervention Teacher	2000-2999 Classified Salaries; Limited Contract Intervention Teacher
Amount	\$17,828 (repeat expenditure)	\$17,000 (repeat expenditure)	\$17,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Supplemental Instructional Materials	4000-4999 Books and Supplies; Supplemental Instructional Materials	4000-4999 Books and Supplies; Supplemental Instructional Materials
Amount	\$20,000 (repeat expenditure)	\$10,632 (repeat expenditure)	\$10,632 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Technology (iPads,Chromebooks)	4000-4999 Books and Supplies	4000-4999 Books and Supplies; Technology (iPads,Chromebooks)

Unchanged Goal

Goal 2

100% Attendance

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Identified Need:

Low-Income Students, English Learners, Foster Youth, African-American, Students with Disabilities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of students attending 173-180 days each school year (96% attendance rate)	All Students 58% Low-Income Students 56% English Learners 60% Foster Youth 15% African-American Students 46% Students with Disabilities 45%	All Students 60% Low-Income Students 58% English Learners 62% Foster Youth 17% African-American Students 48% Students with Disabilities 47%	All Students 62% Low-Income Students 60% English Learners 64% Foster Youth 19% African-American Students 50% Students with Disabilities 49%	All Students 64% Low-Income Students 62% English Learners 66% Foster Youth 21% African-American Students 52% Students with Disabilities 51%
Percentage rate of Students Missing 16 days or more each school year	All Students 16% Low-Income Students 20% English Learners 21% Foster Youth 43%	All Students 18% Low-Income Students 22% English Learners 23% Foster Youth 45%	All Students 20% Low-Income Students 24% English Learners 25% Foster Youth 47%	All Students 22% Low-Income Students 26% English Learners 27% Foster Youth 49%

	African-American Students 28%	African-American Students 30%	African-American Students 32%	African-American Students 34%
	Students with Disabilities 22%	Students with Disabilities 24%	Students with Disabilities 26%	Students with Disabilities 28%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, for low income and foster youth, the school will:

- Provide additional intervention services and provide parent trainings specifically to serve the unique and individual needs

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, for low income and foster youth, the school will:

- Provide additional intervention services and provide parent trainings specifically to serve the unique and individual needs

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, for low income and foster youth, the school will:

Provide additional intervention services and provide parent trainings specifically to serve the unique and individual needs of low income

<p>of low income students and foster youth.</p> <ul style="list-style-type: none"> • Additional Nurse time to counsel, educated, monitor and follow up with parents and students regarding health and nutrition issues that impact student attendance • A Community Representative to make provide parent center professional development for parents of students following below benchmark for attendance and to make regular contact with parents. • Clerical overtime to make calls and send letters to parents of students who are chronically absent and to prepare letters and recognitions for students on target for proficient attendance • Additional Psychologist time to provide students and parents attendance related counseling. To provide consultative assistance to Administration and teachers. <p>Custodial overtime as needed to maintain clean classrooms to support student health and learning environment.</p>	<p>of low income students and foster youth.</p> <ul style="list-style-type: none"> • A Community Representative to make provide parent center professional development for parents of students following below benchmark for attendance and to make regular contact with parents. • Clerical overtime to make calls and send letters to parents of students who are chronically absent and to prepare letters and recognitions for students on target for proficient attendance • Additional Psychologist time to provide students and parents attendance related counseling. To provide consultative assistance to Administration and teachers. • Custodial overtime as needed to maintain clean classrooms to support student health and learning environment. 	<p>students and foster youth.</p> <p>A Community Representative to make provide parent center professional development for parents of students following below benchmark for attendance and to make regular contact with parents.</p> <p>Clerical overtime to make calls and send letters to parents of students who are chronically absent and to prepare letters and recognitions for students on target for proficient attendance</p> <p>Additional Psychologist time to provide students and parents attendance related counseling. To provide consultative assistance to Administration and teachers.</p> <p>Custodial overtime as needed to maintain clean classrooms to support student health and learning environment.</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,717 (repeat expenditure)	\$1,800 (repeat expenditure)	\$1,800
Source	LCFF	LCFF	LCFF
Budget Reference	; Books and Supplies;banners, brochures-charter categorical	4000-4999 Books and Supplies; Books and Supplies;banners, brochures-charter categorical	4000-4999 Books and Supplies; Books and Supplies;banners, brochures-charter categorical
Amount	\$10,738	\$6,034	\$6,034

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries; Itinerant Psychologist - General Funds	1000-1999 Certificated Salaries; Certificated Salaries; Itinerant Psychologist - General Funds	1000-1999 Certificated Salaries; Certificated Salaries; Itinerant Psychologist - General Funds
Amount	\$10,000 (repeat expenditure)	\$10,000 (repeat expenditure)	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	; Custodial Overtime	2000-2999 Classified Salaries; Custodial Overtime	2000-2999 Classified Salaries; Custodial Overtime
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Community Rep	2000-2999 Classified Salaries; Community Rep	2000-2999 Classified Salaries; Community Rep
Amount	\$358	\$400	\$400
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Clerical Overtime	2000-2999 Classified Salaries; Clerical Overtime	2000-2999 Classified Salaries; Clerical Overtime

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

Additional Nurse time to counsel, educated, monitor and follow up with parents and students

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Targeted Supports to Increase Student Engagement at campuses of highest need

Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel

Additional Nurse time to counsel, educated, monitor and follow up with parents and students

	regarding health and nutrition issues that impact student attendance	regarding health and nutrition issues that impact student attendance
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$23,155	\$23,255
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; TSP Nurse	1000-1999 Certificated Salaries; TSP Nurse

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the staff. (see Parent and Family Involvement provisions above)

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the staff. (see Parent and Family Involvement provisions above)

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

Additionally, the school will:

Promote and strengthen the home-school partnership through programs and activities implemented by the staff. (see Parent and Family Involvement provisions above)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$2,435	\$2,435
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7499 Other; Other; Individual Web Pages, emails, brochures, banners- charter categorical	7000-7499 Other; Parental Engagement - Individual Web Pages, emails, brochures, banners	7000-7499 Other; Parental Engagement - Individual Web Pages, emails, brochures, banners

Unchanged Goal

Goal 3

Parent, Community, and Student Engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities:

Identified Need:

Low-Income Students, English Learners, Foster Youth, African-American, Students with Disabilities, All Parents

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students who feel a part of their school (question on School Experience Survey)	All Students 91%	All Students 93%	All Students 95%	All Students 97%
Percentage of parents completing the School Experience Survey annually	All Parents 55%	All Parents 57%	All Parents 59%	All Parents 61%
Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually	All Parents 30%	All Parents 32%	All Parents 34%	All Parents 36%
Percentage of parents that state that our parent center or community rep provides	All Parents 89%	All Parents 91%	All Parents 93%	All Parents 95%

resources (information, classes, etc.) useful to help me support my child's learning				
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

- Provide programs for parents, including literacy, mathematics, and science family workshops to help parents support their children's academic progress at home and serve as liaison to build strong partnership between home and school

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Provide programs for parents, including literacy, mathematics, and science family workshops to help parents support their children's academic progress at home and serve as liaison to build strong partnership between home and school
Provide opportunities for parents to build

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Provide programs for parents, including literacy, mathematics, and science family workshops to help parents support their children's academic progress at home and serve as liaison to build strong partnership between home and school
Provide opportunities for parents to build

- Provide opportunities for parents to build education literacy by attending conferences on current and relevant academic topics such as Common Core State Standards and needs of English Learners.

See LAUSD LCAP.

Parent and Family Involvement:

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually

(2) I am a partner with this school in decisions made about my child's education.

(3) The school provides me with information (verbal and written) I can understand.

(4) School staff takes my concerns seriously.

(5) This school provides opportunities to help me support my child's learning.

education literacy by attending conferences on current and relevant academic topics such as Common Core State Standards and needs of English Learners.
See LAUSD LCAP.

Parent and Family Involvement:

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually

(2) I am a partner with this school in decisions made about my child's education.

(3) The school provides me with information (verbal and written) I can understand.

(4) School staff takes my concerns seriously.

(5) This school provides opportunities to help me support my child's learning.

education literacy by attending conferences on current and relevant academic topics such as Common Core State Standards and needs of English Learners.
See LAUSD LCAP.

Parent and Family Involvement:

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually

(2) I am a partner with this school in decisions made about my child's education.

(3) The school provides me with information (verbal and written) I can understand.

(4) School staff takes my concerns seriously.

(5) This school provides opportunities to help me support my child's learning.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$575 (repeat expenditure)	\$575 (repeat expenditure)	\$575 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies; TSP - Parental Engagement - Books, Banners, Brochures	4000-4999 Books and Supplies; Books and Supplies; TSP - Parental Engagement - Books, Banners, Brochures	4000-4999 Books and Supplies; Books and Supplies; TSP - Parental Engagement - Books, Banners, Brochures
Amount	\$10,000 (repeat expenditure)	\$10,000 (repeat expenditure)	\$10,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	; Community Representative	2000-2999 Classified Salaries; Community Representative	2000-2999 Classified Salaries; Community Representative
Amount	\$2,000 (repeat expenditure)	\$2,000 (repeat expenditure)	\$2,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; General Supplies to provide incentives	4000-4999 Books and Supplies; General Supplies to provide incentives	4000-4999 Books and Supplies; General Supplies to provide incentives

Unchanged Goal

Goal 4

Ensure School Safety

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement

Local Priorities:

Identified Need:

Low-Income Students, English Learners, Foster Youth, African-American, Students with Disabilities

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Single Student Suspension Rate	All Students Maintain 0%	All Students Maintain 0%	All Students Maintain 0%	All Students Maintain 0%
	Low-Income Students Maintain 0%	Low-Income Students Maintain 0%	Low-Income Students Maintain 0%	Low-Income Students Maintain 0%
	English Learners Maintain 0%	English Learners Maintain 0%	English Learners Maintain 0%	English Learners Maintain 0%
	Foster Youth Maintain 0%	Foster Youth Maintain 0%	Foster Youth Maintain 0%	Foster Youth Maintain 0%
	African-American Students Maintain 0%	African-American Students Maintain 0%	African-American Students Maintain 0%	African-American Students Maintain 0%
	Students with Disabilities Maintain 0%	Students with Disabilities Maintain 0%	Students with Disabilities Maintain 0%	Students with Disabilities Maintain 0%
Number of Instructional Days Lost to Suspension	All Students Maintain 0%	All Students Maintain 0%	All Students Maintain 0%	All Students Maintain 0%
	Low-Income Students Maintain 0%	Low-Income Students Maintain 0%	Low-Income Students Maintain 0%	Low-Income Students Maintain 0%

	English Learners Maintain 0%	English Learners Maintain 0%	English Learners Maintain 0%	English Learners Maintain 0%
	Foster Youth Maintain 0%	Foster Youth Maintain 0%	Foster Youth Maintain 0%	Foster Youth Maintain 0%
	African-American Students Maintain 0%	African-American Students Maintain 0%	African-American Students Maintain 0%	African-American Students Maintain 0%
	Students with Disabilities Maintain 0%	Students with Disabilities Maintain 0%	Students with Disabilities Maintain 0%	Students with Disabilities Maintain 0%
Expulsion Rate	All Students Maintain 0%	All Students Maintain 0%	All Students Maintain 0%	All Students Maintain 0%
Percentage of students who feel safe on school grounds	All Students 90%	All Students 92%	All Students 94%	All Students 96%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as

2018-19

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as the term is defined in the

2019-20

Select from New Action, Modified Action, or Unchanged Action:

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including services as the term is defined in the

the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

- Implement a Safety Monitor or Peer Mediator program that trains and supports student leaders in serving as Safety Monitors or Peer Mediator to help prevent, de-escalate, and resolve conflicts and support all students.
- Maintain a Social Education Table and Area SET supervised by Supervision Aid for students to be closely supervised and taught social skills during recess and lunch. Also to provide intensive social skills groups for students that consistently need support.
- Implement the new edition of Second Step Social Skills program schoolwide to teach students communication, de-escalation, and problem solving skills.

LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

Implement a Safety Monitor or Peer Mediator program that trains and supports student leaders in serving as Safety Monitors or Peer Mediator to help prevent, de-escalate, and resolve conflicts and support all students. Maintain a Social Education Table and Area SET supervised by Supervision Aid for students to be closely supervised and taught social skills during recess and lunch. Also to provide intensive social skills groups for students that consistently need support. Implement the new edition of Second Step Social Skills program schoolwide to teach students communication, de-escalation, and problem solving skills.

LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the schools LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

Additionally, the school will:

- Implement a Safety Monitor or Peer Mediator program that trains and supports student leaders in serving as Safety Monitors or Peer Mediator to help prevent, de-escalate, and resolve conflicts and support all students.
- Maintain a Social Education Table and Area SET supervised by Supervision Aid for students to be closely supervised and taught social skills during recess and lunch.
- Provide intensive social skills groups for students that consistently need support by implementing Restorative Justice Sessions for community building.
- Implement the new edition of Second Step Social Skills program school wide to teach students communication, de-escalation, and problem solving skills.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$156,000	\$250,000	\$250,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries; Supervision Aides (12X13,000) Categorical Block Grant	2000-2999 Classified Salaries; Classified Salaries; Supervision Aides (12 sup. aides & 6 T.A.s) Categorical Block Grant	2000-2999 Classified Salaries; Classified Salaries; Supervision Aides (6 sup. aides & 3 T.A.s) Categorical Block Grant

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Campus Aide-Provide a safe environment for youth

Targeted Supports for School Climate/Safety Please see LAUSD LCAP.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Campus Aide-Provide a safe environment for youth

Targeted Supports for School Climate/Safety Please see LAUSD LCAP.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Targeted Supports for School Climate/Safety Please see LAUSD LCAP.

Two (2) Campus Aides will provide a safe environment for youth by monitoring and enforcing a locked campus.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$16,798	\$14,026	\$14,026
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries; Campus Aides - Special Programs Base	2000-2999 Classified Salaries; Classified Salaries; Campus Aides - Special Programs Base	2000-2999 Classified Salaries; Classified Salaries; Campus Aides - Special Programs Base
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies; Safety Curriculum, Certificates, Awards, Banners - Charter Categorical	4000-4999 Books and Supplies; Books and Supplies; Safety Curriculum, Certificates, Awards, Banners - Charter Categorical	4000-4999 Books and Supplies; Books and Supplies; Safety Curriculum, Certificates, Awards, Banners - Charter Categorical

Unchanged Goal

Goal 5

Provide for Basic Services

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement

Local Priorities:

Identified Need:

All Students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of teachers that are appropriately credentialed for the students they are assigned to teach	All Students 100%	All Students -- Maintain 100%	All Students -- Maintain 100%	All Students -- Maintain 100%
Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)	All On-Roster Teachers 23%	All On-Roster Teachers 25%	All On-Roster Teachers 27%	All On-Roster Teachers 29%
Percentage of school-base staff attending 96% or above	All Employees 84%	All Employees 86%	All Employees 88%	All Employees 90%
Percentage of schools providing students with standards based instructional materials by meeting Williams Act	All Students 100%	All Students 100%	All Students 100%	All Students 100%

requirements				
Percentage of facilities that are in good repair	All students 99%	All Students 100%	All Students 100%	All Students 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- Plant Manager

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

Plant Manager

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the schools enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

Plant Manager

<ul style="list-style-type: none"> • Buildings and Grounds Worker • Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools <p>Custodial Overtime to clean classrooms, clean grounds, and to clean up after events</p>	<p>Buildings and Grounds Worker Maintenance and Operations Supplies e.g., bathroom and cleaning supplies and tools Custodial Overtime to clean classrooms, clean grounds, and to clean up after events</p>	<p>Buildings and Grounds Worker Maintenance and Operations Supplies e.g., bathroom and cleaning supplies and tools Custodial Overtime to clean classrooms, clean grounds, and to clean up after events</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$41,777 (repeat expenditure)	\$65,792 (repeat expenditure)	\$65,792 (repeat expenditure)
Source	Other Federal Funds	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries; B & G Worker in Goal 1	2000-2999 Classified Salaries; Classified Salaries; B & G Worker	2000-2999 Classified Salaries; Classified Salaries; B & G Worker
Amount	\$72,738 (repeat expenditure)	\$77,520 (repeat expenditure)	\$77,520 (repeat expenditure)
Source	Other Federal Funds	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Salaries; Plant Manager in Goal #1	2000-2999 Classified Salaries; Classified Salaries; Plant Manager	2000-2999 Classified Salaries; Classified Salaries; Plant Manager
Amount	\$4,622 (repeat expenditure)	\$6,142 (repeat expenditure)	\$6,142 (repeat expenditure)
Source	Other Federal Funds	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Books and Supplies:Maintenance and Operations Supplies in Goal #1	4000-4999 Books and Supplies; Books and Supplies:Maintenance and Operations Supplies	4000-4999 Books and Supplies; Books and Supplies:Maintenance and Operations Supplies
Amount	\$0	\$0	\$313,705
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; Central office resources

Amount	\$0	\$0	\$1,797,222
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; Centralized Support

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support and Resources— Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support and Resources Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Centralized Support and Resources Accounting, Human Resources and additional administrative supportive received by LAUSD Central office.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Serrania Charter for Enriched Studies

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
See LAUSD LCAP. Additionally, the school will: Provide a collection of audio instructional and technology based materials in order to provide students with disabilities in SDC with access to core instructional materials.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
See LAUSD LCAP. Additionally, the school will: Provide a collection of audio instructional and technology based materials in order to provide students with disabilities in SDC with access to core instructional materials.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
See LAUSD LCAP. Additionally, the school will: Provide a collection of audio instructional and technology based materials in order to provide students with disabilities in SDC with access to core instructional materials.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$500 (repeat expenditure)	\$500 (repeat expenditure)	\$500 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	; IMA; Special Ed IMA for SDC	5000-5999 Services and Other Operating Expenses; IMA; Special Ed IMA for SDC	5000-5999 Services and Other Operating Expenses; IMA; Special Ed IMA for SDC

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$658,994

Percentage to Increase or Improve Services:

13.30%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Serrania Avenue Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At Serrania our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels. Students therefore maintain or exceed state standards, and are also given the opportunity to produce work in unique, talented-based ways. Teachers also create instructional small groups to target students who need extra instructional time, including preview and review to master grade level standards. In addition, to assist all subgroups in meeting proficiency, students may work in small groups using reading/math software, work in small groups using LEXIA or IXL Math, reinforcement of skills are retaught during independent work time, and small group intervention provided at grade level by teachers and grade level aides.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$434,429

Percentage to Increase or Improve Services:

8.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Serrania Avenue Charter for Enriched Studies is located in a suburb in the West San Fernando Valley. Our resident families care deeply about their children's education. We became a charter to build upon current programs such as our fine arts program, technology, and science. Serrania Avenue Charter for Enriched Studies competes to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school. We believe that by becoming a more diverse school which embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Based on our strong philosophy to educate the child as a whole, Serrania Avenue Charter for Enriched Studies has maintained high academic performance scores compared to other resident school's SBAC data. With implementation of the Common Core State Standards and the new summative assessment SBAC, our students continue to score above the LAUSD average and other resident schools, making our students better prepared for college and career readiness. As students engage in new concepts for the grade level, teachers also concentrate in driving good instruction through best teaching methodologies of collaborative grouping, differentiated instruction, targeting higher-level thinking skills, and integration of the arts.

Serrania Avenue Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At Serrania our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels. Students therefore maintain or exceed state standards, and are also given the opportunity to produce work in unique, talented-based ways. Teachers also create instructional small groups to target students who need extra instructional time, including preview and review to master grade level standards. In addition, to assist all subgroups in meeting proficiency, students may work in small groups using reading/math software, work in small groups using LEXIA or IXL Math, reinforcement of skills are retaught during independent work time, and small group intervention provided at grade level by teachers and grade level aides.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$516,346

Percentage to Increase or Improve Services:

6.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Serrania Avenue Charter for Enriched Studies is located in a suburb in the West San Fernando Valley. Our resident families care deeply about their children's education. We became a charter to build upon current programs such as our fine arts program, technology, and science. Serrania Avenue Charter for Enriched Studies competes to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school. We believe that by becoming a more diverse school which embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

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Serrania Avenue Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At Serrania our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that

allow students to perform at their appropriate academic levels. Students therefore maintain or exceed state standards, and are also given the opportunity to produce work in unique, talented-based ways. Teachers also create instructional small groups to target students who need extra instructional time, including preview and review to master grade level standards. In addition, to assist all subgroups in meeting proficiency, students may work in small groups using reading/math software, work in small groups using LEXIA or IXL Math, reinforcement of skills are retaught during independent work time, and small group intervention provided at grade level by teachers and grade level aides.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$5,815,854	\$5,131,818	\$8,143,954
1000-1999 Certificated Salaries	5,138,221	4,499,806	5,536,416
2000-2999 Classified Salaries	626,366	589,945	423,411
3000-3999 Employee Benefits	0	0	373,470
4000-4999 Books and Supplies	28,132	27,632	2,300
5000-5999 Services and Other Operating Expenses	20,700	12,000	1,805,922
7000-7499 Other	2,435	2,435	2,435

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$5,815,854	\$5,131,818	\$8,143,954
Other State Revenues	39,645	0	39,645
LCFF Base/Not Contributing to Increased or Improved Services	5,009,967	4,481,603	7,591,887
LCFF S & C/Contributing to Increased or Improved Services	766,242	650,215	512,422

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$5,815,854	\$5,131,818	\$8,143,954
1000-1999 Certificated Salaries	Other State Revenues	39,645	0	39,645

1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	4,962,499	4,465,902	5,376,499
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	136,077	33,904	120,272
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	46,968	15,701	44,196
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	579,398	574,244	379,215
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	0	373,470
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	500	0	500
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	27,632	27,632	1,800
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	1,797,222
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	20,700	12,000	8,700
7000-7499 Other	LCFF S & C/Contributing to Increased or Improved Services	2,435	2,435	2,435

Expenditures by Goal and Funding Source

Funding Source	2019
Proficiency for All	
All Funding Sources	\$5,723,577
Other State Revenues	39,645
LCFF Base/Not Contributing to Increased or Improved Services	5,466,434
LCFF S & C/Contributing to Increased or Improved Services	217,498
100% Attendance	
All Funding Sources	\$44,924
LCFF S & C/Contributing to Increased or Improved Services	44,924

Parent, Community, and Student Engagement	
All Funding Sources	\$0
Ensure School Safety	
All Funding Sources	\$264,526
LCFF Base/Not Contributing to Increased or Improved Services	14,526
LCFF S & C/Contributing to Increased or Improved Services	250,000
Provide for Basic Services	
All Funding Sources	\$2,110,927
LCFF Base/Not Contributing to Increased or Improved Services	2,110,927

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual

Proficiency for All		
All Funding Sources	\$5,506,027	\$4,834,778
Other State Revenues	39,645	0
LCFF Base/Not Contributing to Increased or Improved Services	4,992,669	4,465,902
LCFF S & C/Contributing to Increased or Improved Services	473,713	368,876
100% Attendance		
All Funding Sources	\$42,529	\$31,339
LCFF S & C/Contributing to Increased or Improved Services	42,529	31,339
Parent, Community, and Student Engagement		
All Funding Sources	\$0	\$0

Ensure School Safety		
All Funding Sources	\$267,298	\$265,701
LCFF Base/Not Contributing to Increased or Improved Services	17,298	15,701
LCFF S & C/Contributing to Increased or Improved Services	250,000	250,000
Provide for Basic Services		
All Funding Sources	\$0	\$0

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