LCFF Budget Overview for Parents

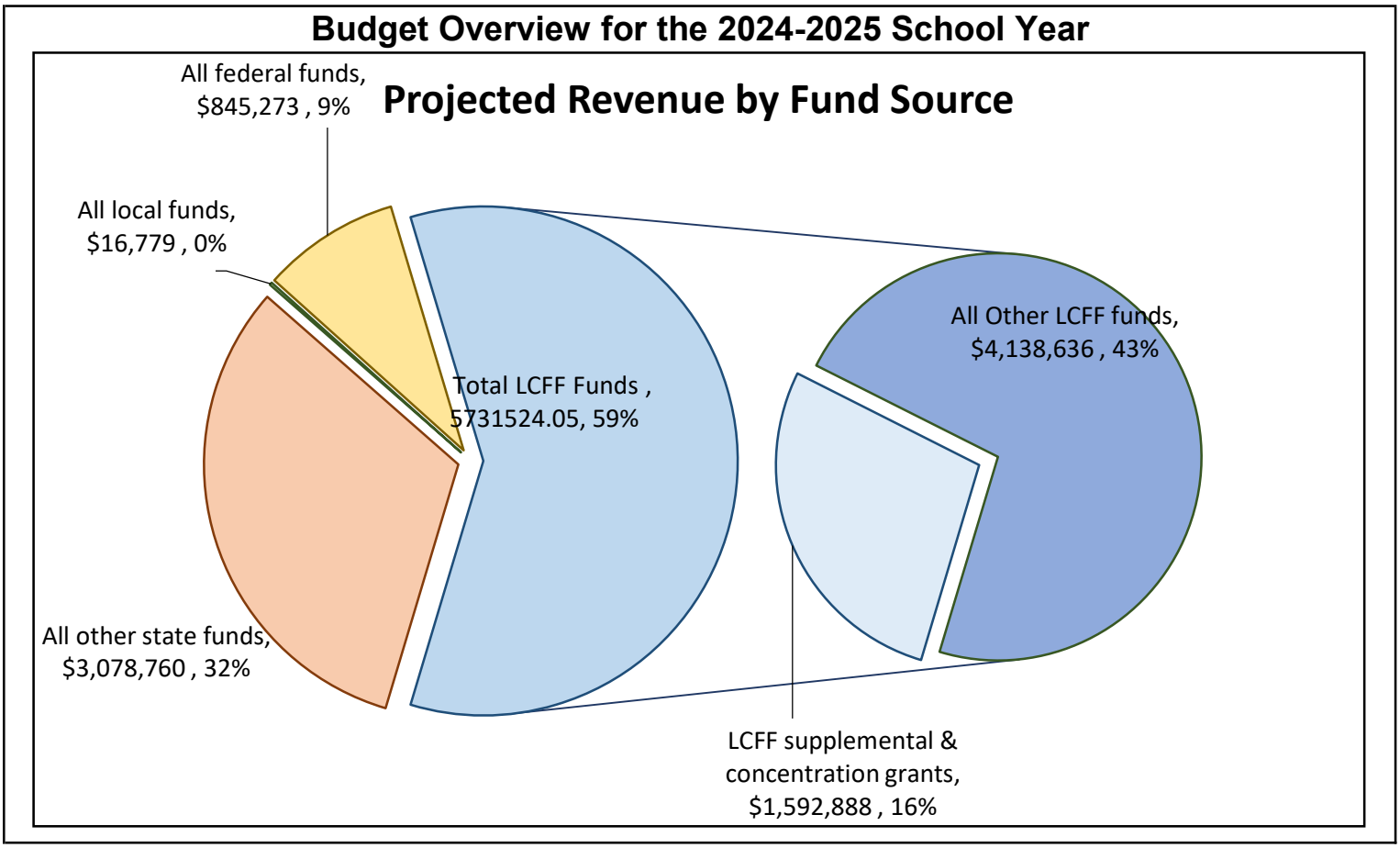
Local Educational Agency (LEA) Name: Equitas Academy Charter #3

CDS Code: 19647330129650

School Year: 2024-2025

LEA contact information: Sofia Roditti, 213-201-0440, sroditti@equitasacademy.org

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).

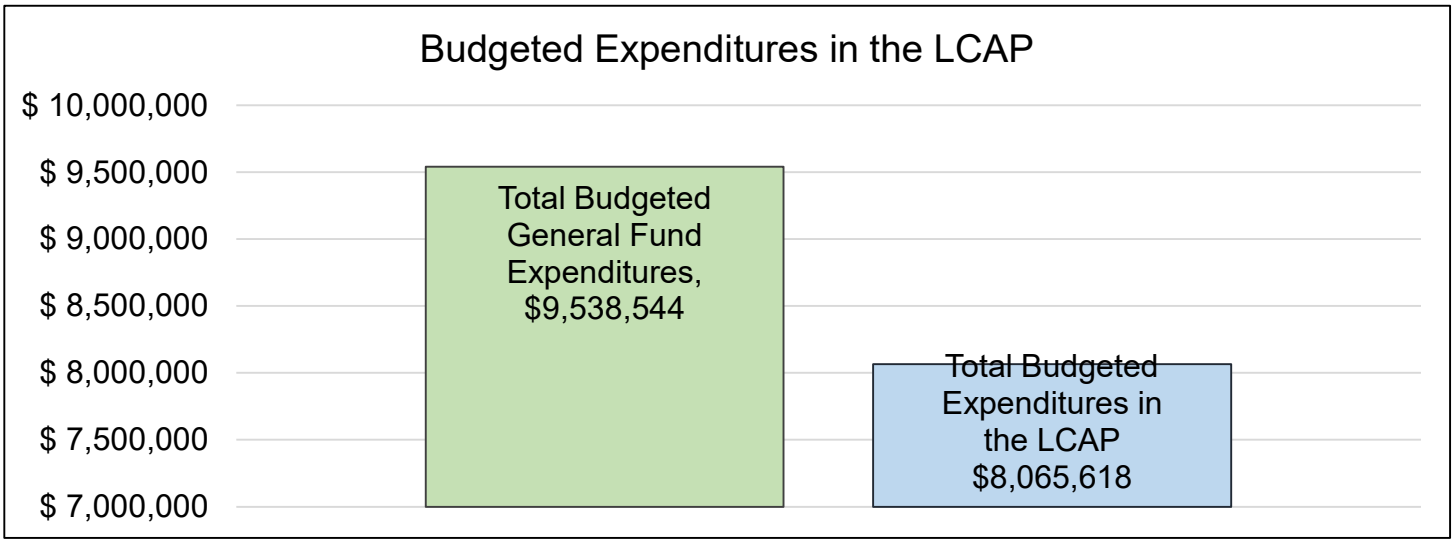


This chart shows the total general purpose revenue Equitas Academy Charter #3 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Equitas Academy Charter #3 is $9,672,336.26, of which $5,731,524.05 is Local Control Funding Formula (LCFF), $3,078,759.93 is other state funds, $16,778.82 is local funds, and $845,273.46 is federal funds. Of the $5,731,524.05 in LCFF Funds, $1,592,887.73 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Equitas Academy Charter #3 plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Equitas Academy Charter #3 plans to spend $9,538,544 for the 2024-2025 school year. Of that amount, $8,065,618 is tied to actions/services in the LCAP and $1,472,926 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

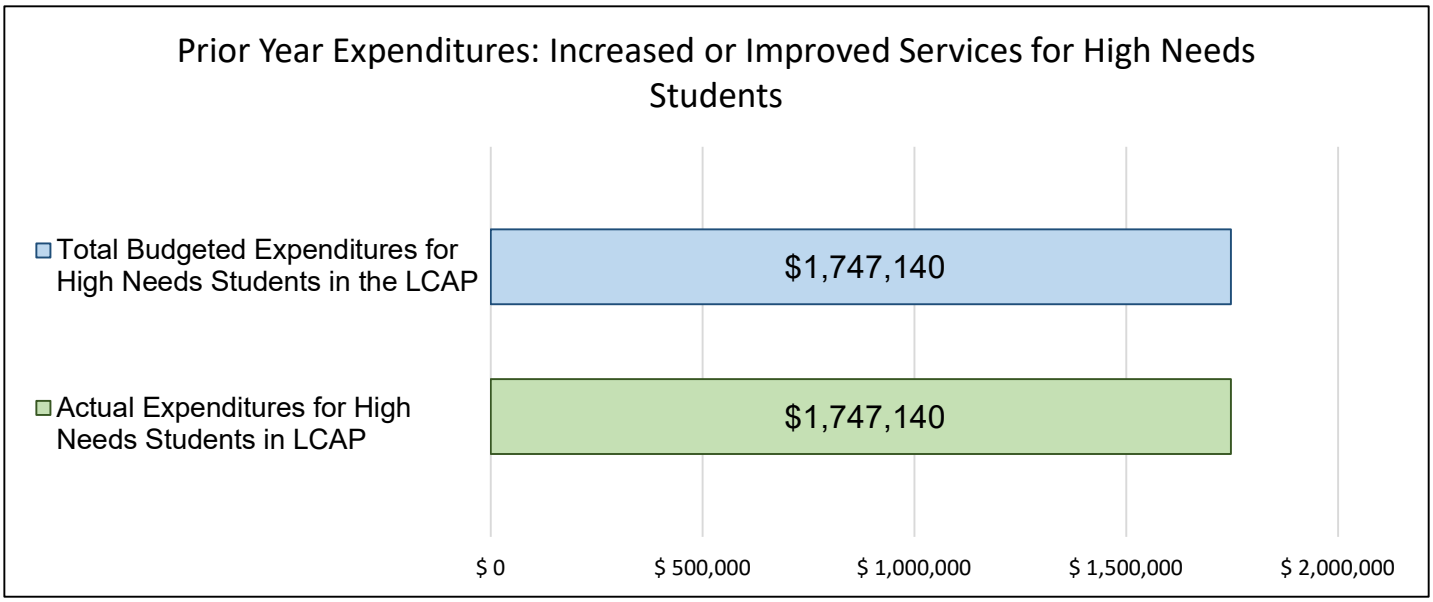
Nutrition program, general network office support

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Equitas Academy Charter #3 is projecting it will receive $1,592,898 based on the enrollment of foster youth, English learner, and low-income students. Equitas Academy Charter #3 must describe how it intends to increase or improve services for high needs students in the LCAP. Equitas Academy Charter #3 plans to spend $1,592,898 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Equitas Academy Charter #3 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Equitas Academy Charter #3 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Equitas Academy Charter #3's LCAP budgeted $1,747,140.00 for planned actions to increase or improve services for high needs students. Equitas Academy Charter #3 actually spent $1,747,140.00 for actions to increase or improve services for high needs students in 2023-2024.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Equitas Academy #3	Sofia Roditti, CEO	sroditti@equitasacademy.org | 213-201-0440

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement through the use of data including scholar achievement and performance data, demographic information, and financial data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Course Access: 100% of students will have access to PE, Art, and music	100%	100%	100%	100%	Maintain 100%
Annual Growth on CAASPP ELA percent meeting or exceeding (Grades 3-4)	All Students: 75% Hispanic: 74% English Learner: 27% SPED: N/A	Data not available due to COVID-19 pandemic	All Students: 39% Hispanic: 39% English Learner: 13% SPED: 21%	All Students: 38% Hispanic: 38% English Learner: 15% SPED: 13%	Increase of at least 3% over 2019 ELA scores
Annual Growth on CAASPP Math percent meeting or exceeding (Grades 3-4)	All Students: 71% Hispanic: 70% English Learner: 36% SPED: N/A	Data not available due to COVID-19 pandemic	All Students: 33% Hispanic: 33% English Learner: 16% SPED: 11%	All Students: 38% Hispanic: 39% English Learner: 24% SPED: 21%	Increase of at least 3% over 2019 Math scores

Metric	Baseline	Year 1 Outcome (2020-21)	Year 2 Outcome (2021-22)	Year 3 Outcome (2022-23)	Desired Outcome for 2023–24
Priority 8 other pupil outcomes: % of students meeting growth targets on NWEA Math	All: 51% EL: 35% SPED: 38%	This is a new metric established for the 22-23 LCAP, so 21-22 data will be the baseline.	All: 64% EL: 66% SPED: 60%	All: 55% EL: 57% SPED: 60%	All: 61% EL: 45% SPED: 48%
Priority 8 other pupil outcomes: % of students meeting growth targets on NWEA ELA	All: 39% EL: 28% SPED: 12%	This is a new metric established for the 22-23 LCAP, so 21-22 data will be the baseline.	All: 56% EL: 54% SPED: 26%	All: 49% EL: 47% SPED: 44%	All: 49% EL: 38% SPED; 22%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned actions and actual implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. In some cases, funding was reallocated from LCFF to one-time funds from the federal and state government; this drives the small discrepancies seen.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

While we did not achieve the goals that were originally set in the LCAP, which were based on pre-pandemic baseline data and established before scholars returned from remote learning, we have seen meaningful growth in SBAC scores and maintained consistent quality on other metrics. This data demonstrates that all four actions have been reasonably effective, as described further below:

1. **Professional Development**
   - We have provided extensive training and support for the implementation of literacy instruction aligned to the science of reading, including the use of the Wilson phonics program.
   - We continue contracting with Attuned Educational Partners to support our Expeditionary Learning curriculum implementation, which includes BOY, MOY, and EOY classroom walkthroughs and walkthrough data summary and analysis.
   - Our network of schools has hired a literacy coach to support implementation of foundational reading instruction aligned to the Science of Reading across all Equitas elementary schools.

2. **Assessments**
   - We implement NWEA MAP Diagnostic assessments at beginning of year (BOY), middle of year (MOY) and at the end of year (EOY) in order to assess the annual growth of all students.

3. **Intervention**
   - We have implemented professional learning communities (PLCs), in which teachers across all Equitas elementary schools collaboratively work toward more effective implementation of our ELA curriculum (Expeditionary Learning), Math curriculum (Achievement First, newly absorbed by Leap Educational Consulting), engage in formative assessment data analysis, and design strategies to address learning gaps.
   - We have launched an “Academic Warriors” tutoring program to provide after-school instructional support and individualized tutoring,

based on data.

4. **Course Access**
   - We continued providing access for 100% of students to a range of appropriate electives. The above investment in an Instructional Coach as well as hiring of Enrichment Instructors ensured that these were high-quality offerings for students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In order to more effectively and precisely progress monitor student progress in reading, Equitas is participating in a network-wide shift to using Lexile levels as the primary source of data for tracking student growth in reading, rather than the NWEA Reading Fluency Assessment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Provide all scholars with high-quality instruction through a rigorous Common Core-aligned curriculum by providing relevant learning experiences that support scholar engagement, and supports to ensure academic success among all subgroups (EL, SED, SPED).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
All core classes are taught with CCSS-aligned materials.	100%	100%	100%	100%	100%
All teachers are appropriately credentialed for the courses in which they teach.	100%	100%	100%	100%	100%
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric	ELA: 5 ELD: 4 Math: 5 NGSS: 5 History: 4	ELA: 5 ELD: 4 Math: 5 NGSS: 5 History: 4	ELA: 4 ELD: 4 Math: 4 NGSS: 4 History: 4	ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 3	ELA: 5 ELD: 5 Math: 5 NGSS: 5 History: 4

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
The % of English Learner scholars reclassified annually will increase by 5%	49.5%	14.4%	12.9%	13.7%	5% over 2019 rates
Scholars with disabilities receive resources and services as identified in IEPs	100% of required service minutes provided	100%	80%	86%	100%
There will be an increase of at least 5% of EL scholars that progress one or more EL levels per year	33.8%	Data not available due to COVID-19 pandemic	41.9%	45.4%	At least 5% increase over 2019 progress
Sufficient Access to Standards-Aligned Materials	100%	100%	100%	100%	100%
How program and services will enable EL students to access CCSS and ELD standards for gaining EL proficiency: 100% of English Language Learners participate in CCSS-aligned ELD during designated and integrated ELD	100%	100%	100%	100%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For special education, co-teaching was implemented in math. RSP support was provided in ELA per scholar IEPs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some of the expenses originally tagged as Technology were actually other non-capitalized equipment, so we did not code them to this LCAP item in our actuals. The expenses still occurred as planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Overall, progress on most metrics held steady. While EL reclassification rates are still below pre-pandemic levels, they have been growing, and ELPI rates have been quite strong. This data demonstrates that all six actions have been reasonably effective, as described further below:

1. ELD Program and 2. Staffing, services, and program to service ELL scholars

- We provide a mentoring program for teachers based on proficiency and growth data for their English Learners to support them in planning and implementing integrated English Language Development supports. In this program, the ELD Program Specialist meets with targeted grade levels to unpack ELA assessment data and prioritize skills and differentiated scaffolds to support the needs of ELs.
- The Network ELD team supports teachers through observations and coaching, and provides targeted professional development to teachers and leaders.
- EQ3 implements a comprehensive EL Instructional Program that includes both Designated ELD and Integrated ELD. EQ3 has structured its curriculum and instructional program in such a way to meet the needs of our EL population. Integrated ELD is taught daily and in all subject areas and classes throughout the school day. Teachers unpack ELD standards to be able to select a powerful language objective that will equip EL scholars to master content objectives. In Designated ELD, EL Scholars have the opportunity to engage in explicit and structured language instruction to support mastery of content standards. Both Integrated ELD and Designated ELD support students in mastering language and content.
- EQ3 is dedicated to enhancing teacher effectiveness in working with English Language Learners (ELs) through a robust professional development program. Teachers receive ongoing support to develop their ability to meet the needs of English Learners in their classroom. Professional development sessions occur throughout the school year and cover essential topics such as unpacking the language demands in a lesson, addressing ELD Standards, selecting language objectives, using data for intentional scaffolds, structuring academic discourse, and recognizing scholars' native languages as assets in the classroom. The overarching goal of these sessions is to equip educators with the tools and knowledge necessary to create a supportive and inclusive learning environment that accelerates ELs' English language proficiency while respecting their cultural and linguistic diversity. In addition to this PD series, school site leaders lead PD sessions where teachers have

the opportunity to analyze formative assessment data, internalize content lessons, and build their content knowledge.
- The EQ3 EL instructional program ensures that students are growing and achieving each year. EQ3's goal is that English Learners gain fluency in English as quickly as possible. For this reason, Equitas uses a systematic process to monitor ELs' progress toward English proficiency. Teachers assess scholar progress, both formally and informally, throughout the year. Assessment data is used to determine individual proficiency levels and to modify instruction to meet scholars' needs. Additionally, Equitas utilizes the Ellevation learning platform to systematize data collection, track form completion and to analyze data to determine specific interventions and school-wide trends.
- EQ3 believes that caregivers are essential in the education of English Learners. There are various opportunities for the families of English Learners to be involved in school activities. English Learner Advisory Council (ELAC) meetings are held 5 times a year. In addition to serving as an advisory committee, ELAC is a space where the families of English Learners are trained on the explicit needs of English Learners, learn about community resources, and have the opportunity to build relationships. In addition to creating space for the families of EL students to meet, EQ3 has prioritized creating systems to facilitate communication with families such as adopting platforms such as Parentsquare and holding regular family nights to build relationships within the school community. In an effort to promote bilingualism, EQ3 has implemented a family literacy program called Stories Together/Historias Juntos. In this program, families are invited into the classroom to read a book in their native language to students at school. This program creates an opportunity for families to be in a leadership role in the school community and for the school community to promote and embrace bilingualism.

3. Special Education Program

- As part of our inclusive practices, we implement a co-teaching model in math classes in order to increase general education and special education teacher collaboration, provide more targeted support for scholars with disabilities and enhance use of data to guide instructional and interventions. All instructional staff participated in a year long PD series focused on effective co-planning and co-teaching practices.

- The director of Special Education provides additional supports for the implementation of this model by creating professional development and training special education leads to deliver at their school site, conducting regular walk throughs to gather and respond to data, and in joining co-planning meetings to support a robust co-planning process for all instructional staff who co-teach.

4. Curriculum and Materials

- EQ3 has continued to invest in standards-aligned curriculum, including piloting new materials where appropriate, maintaining our 100% implementation and access to standards-based materials.

5. Social-Emotional Supports

- We have continued our Social Emotional Learning curriculums this year to support our scholars in class. We utilize Kimochis for lower elementary grades and Second Step for our older students. Many teachers use these curriculum resources to prevent unwanted behavior and support scholars in learning the skills to navigate feelings, emotions, and peer relationships.

- This is our second year with our School Counselor and her support has been paramount in addressing individual student and group needs. Through her work, we have been able to address the root causes of scholar struggle and partner with families and community resources to get our scholars the help they need.

6. Technology

- One-to-one technology and strong classroom technology has enabled the effective implementation of classroom instructional strategies targeted to the needs of ELs and SWDs.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Our new LCAP has realigned our goals, actions, and metrics to more clearly align with Equitas's theory of change. Rather than monitoring the progress of our SWD merely by service minutes provided, we will be looking at the progress of the SWD subgroup for each of our Dashboard measures. Similarly, EL progress will be additionally monitored by analysis of the EL subgroup for each metric available.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Create a safe, positive school culture through scholar and parent engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
The number of families that will participate in the annual Parent Survey will increase by 5% annually	53 responses	53 responses	154 responses	314 responses	At least 5% over 2020-21 participation rates
Chronic absenteeism will decrease by a minimum of 1% from the previous year	All Students: 9.5% Hispanic: 9.6% English Learner: 10.7%	All Students: 1.4% Hispanic: 1.5% English Learner: 0%	All Students: 22% Hispanic: 22% English Learner: 18%	All Students: 32% Hispanic: 31% English Learner: 32%	Decrease of 1% over 2019 rates
Suspension rates will continue to stay under 1% annually	0%	0%	0%	0%	<1%
Parent engagement will increase by 5% annually.	45%	45%	Met	53%	60%
Attendance will be at or above 96% annually	95%	92%	93%	92%	At least 96%
Maintain Expulsion rates	0%	0%	0%	0%	Maintain below 1%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Exemplary	Exemplary	Maintain Good

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Surveys of pupils to measure school connectedness by overall favorable % to School Belonging questions	77%	77%	70%	69%	Maintain above 80%
Surveys of parents to measure safety as measured by Annual Family Survey of family perceptions of student physical and psychological safety at school	94%	94%	90%	83%	Maintain above 90%
Surveys of parents to measure school connectedness as measured by the Annual Family Survey question: “How big of a problem is the following issue for becoming involved with your child’s school: You do not feel a sense of belonging with your child’s school community?”	97%	97%	97%	94%	Maintain above 90%

Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Desired Outcome for 2023–24
Surveys of teachers to measure school connectedness as measured by the Annual Staff Survey question of “Leaders at my school value different aspects of my identity (e.g., gender, race, culture, ability, sexual identity, learning differences).”	87%	This is a new metric established in 2022.	87%	83%	Maintain 87% or above
Efforts made to seek parent input on decision making as measured by the Family School Relationship Survey overall % for Family Engagement (“The degree to which families become involved with and interact with their child’s school”)	5%	5%	6%	12%	35%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For School Climate and Safety, the budgeted positions were not able to be filled (School Safety Coordinator and School Culture Coordinator).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Many metrics have held steady or improved, even amidst the challenges to school culture upon returning from remote learning: parent survey participation, parent and teacher school connectedness, parent engagement, low suspension and expulsion rates, and the condition of our facility. All of this progress indicates that all four actions have been somewhat effective as described below, even as we have simultaneously faced around student attendance and connectedness, along with parents' ability to participate at school.

1. Scholar engagement and opportunities

- EQ3 has achieved a 0.0% suspension rate by creating intentional structures that foster strong relationships and a nurturing environment. Our focus is on providing proactive supports to help both teachers and students navigate challenges and to maximize engagement, agency, and a sense of belonging. This is achieved by providing trauma-informed training, oversight, and support to both teachers and students. All classrooms share consistent procedures and high expectations, are well-organized, calming, and full of tools for self-regulation, all with a clear focus on safety and a building a strong sense of community.

- A number of field trips were held, and further enrichment opportunities were facilitated through the ELO-P funded after-school program, which helped maintain some sense of school connectedness, stabilize attendance, and maintain low suspension rates.

2. Opportunities for Parent Participation

- Family engagement is key for scholar success. This year we have continued to engage families through the use of platforms like Class Dojo and ParentSquare. We use these platforms as communication tools to support our teachers and staff with quick translated information for our families. We have also held monthly engagement experiences for families through Family Conferences, School Site Council, Cafecitos, Family Night events, Family Day events, school concerts, and performances. We have also created more opportunities for families to volunteer in the school day ranging from supporting arrival and dismissal, lunch, and school events. This partnership has helped us stay in communication, and created a direct line that scholars are able to see educators and families working together.

3. Attendance Incentives

- Equitas Academy 3's instructional and operational team collaborate to monitor and analyze chronic absenteeism data. The instructional team ensures that scholars are recognized for perfect attendance and improving attendance with bi-monthly celebrations and certificates. The operational team monitors the chronic absenteeism data, notifies families of their status, then in conjunction with the instructional team, holds meetings where we can get to the root of the chronic absenteeism and determine support that the school can provide families to improve attendance. This year the chronic absenteeism has decreased by 8% and as of April 2024 is at 24%.

4. Facilities: School Climate and Safety

- Equitas Academy #3 has a 0% suspension rate. The school has been working to increase our knowledge in implementing Restorative Practices. We have built upon the learning we participated in last year with the California Center for Equity and Justice and started to build out stronger systems and supports for our scholars. We have continued to provide professional development and training to staff members on how to manage scholar behavior in a positive and restorative manner, all while focusing on strengthening relationships with scholars and families. We pair these restorative practices with positive incentives in the classroom and at the school-wide levels. We have created a resource bank for Restorative Practices where staff can access templates, guiding questions, and other resources.

5. Facilities

- Our investment in maintain our facility has led to a continued score of Exemplary on the Facility Inspection Toolkit (FIT).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Parent engagement will be further supported through the Equitas Network as part of the recently awarded Community Schools Implementation Grant. Additionally, we have reorganized our actions under Goal 1 in our new LCAP cycle to better acknowledge the role of strong operations as a complement to attendance and culture initiatives, as well as integrating opportunities for engagement, parent participation, and attendance incentives as one holistic strategy that provides mutual reinforcement for these aligned efforts.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Equitas Academy #3 Charter	Sofia Roditti CEO	sroditti@equitasacademy.org 213-201-0440

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

Since 2015, Equitas Academy #3 (EQ3) has been serving the community of Pico-Union. EQ3 serves 429 scholars in grades TK-4. Our scholar demographics include 96.3% Hispanic students, .9% African American students, and .7% Asian students, of which 15.2% are Scholars with disabilities; 52.45% English Language Learners; .9 % Foster Youth; and 93.2% who qualify for free/reduced lunch.

EQ3 educational partners, including staff, family, and community members, participated in an Equitas network-wide strategic planning process over the last year, leading to a collaboratively revised mission and vision.

Mission: Equitas Academy prepares students for college, careers, and life pursuits, and inspires them to be champions of equity.

Vision: By 2030 Equitas will be the premiere school of choice for all students in Pico Union and surrounding neighborhoods by…
- Preparing students who excel academically and thrive holistically
- Developing leaders who are agents for themselves and advocates for others
- Fostering a community that collectively lives the Equitas core values

In addition, the Equitas Academy Network has been awarded a Community Schools implementation grant, a strong acknowledgement of Equitas' commitment to family and community engagement. This grant follows the original awarding of a Community Schools planning grant.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2023 California Dashboard for EQ3 shows promising early post-remote learning growth in CAASPP results in mathematics (Yellow) with a mild plateau in ELA growth (Orange), a continued commitment to alternatives to suspension (Blue), strong English Learner Progress (Green), and a serious challenge in regards to Chronic Absenteeism (Red).

Performance in math increased 11 points from 2022 to an average of 29.7 points below standard schoolwide, exceeding the state average achievement and growth. No student groups were identified in Red or Orange, although English Learner performance was slightly lower at 34.2 points below standard. Students with Disabilities did not earn a color

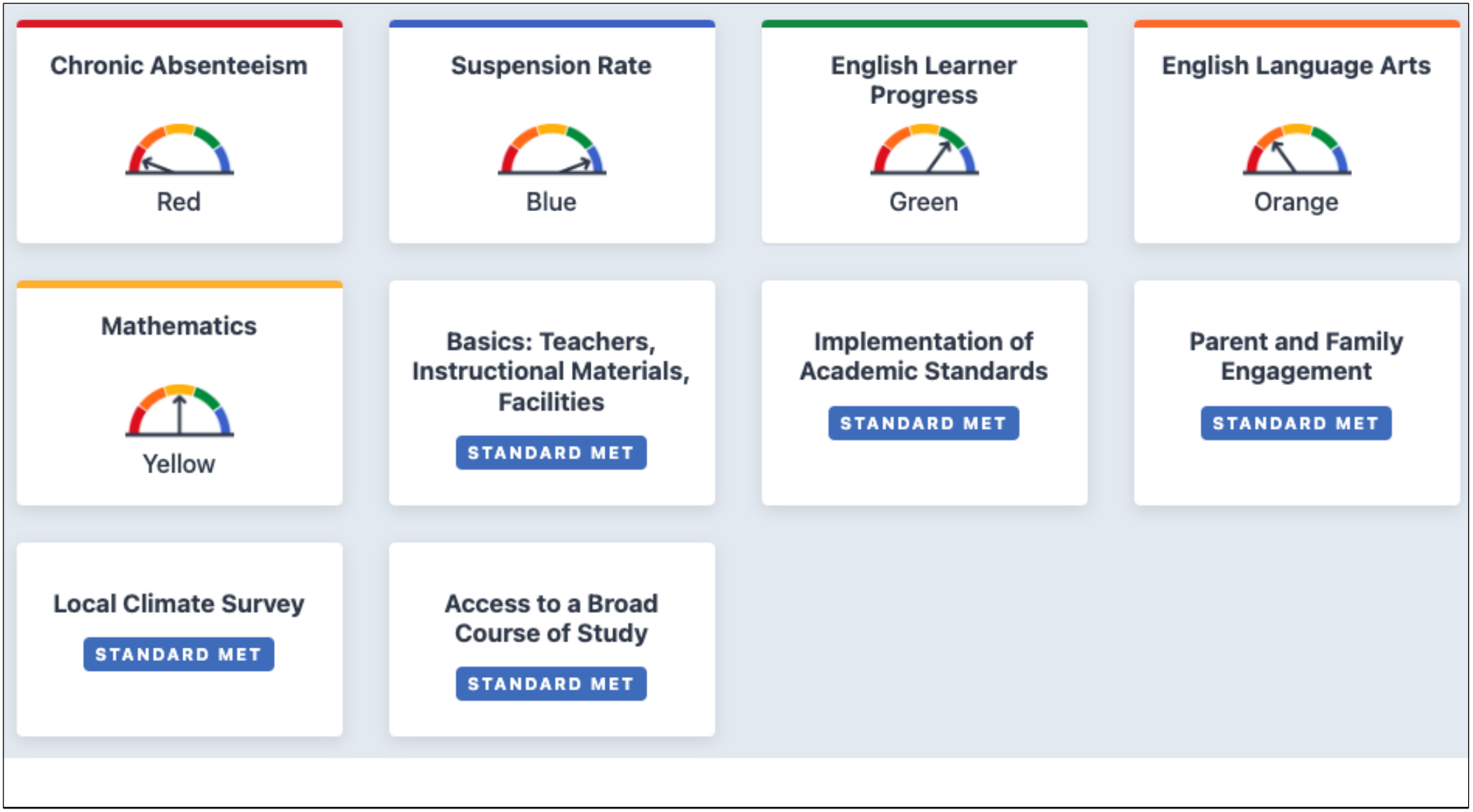
rating, but increased performance by 24 points, rising to 73.3 points below standard.

Performance in ELA held steady at 34.5 points below standard, earning an Orange rating on the Dashboard. English Learners were rated Yellow with performance at 43.5 points below standard, a 4 point increase from 2022. Students with Disabilities saw a decline in performance, going down to 90.8 points below standard.

EQ3 was able to maintain its 0% suspension rate schoolwide, along with a 0% expulsion rate, an accomplishment demonstrating the school's commitment to community building, mental health, and alternatives to suspension. This success generally aligned with school climate survey data, which saw students, families and teachers indicating steady or rising measures of school connectedness and belonging. We have seen a decline in student school belonging, however, since the 2021 rate of 77%. This data, along with the absenteeism data discussed below, has led to a comprehensive school culture goal and continued investments in building an engaged and supportive school community.

45.4% of English Learners made progress towards English proficiency, an increase of 3.5% over the previous year that came close to matching the state average of 48.7%. This progress was driven in part by a decrease in the percentage of students declining an ELPI level, which moved from 26% to 19%.

Chronic Absenteeism was a challenge and the one Red indicator on the state dashboard, both schoolwide and for all subgroups. Overall, 32.3% of EQ3 students were chronically absent last year, in contrast to 24.3% statewide. Additionally, Students with Disabilities were more likely to be chronically absent, with 40.3% of these students designated chronically absent. Progress for all students is addressed as part of Goal 1, Action 3.



Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents (including parents of low-income students, English Learners, and Students with Disabilities)	EQ3 is dedicated to cultivating strong relationships with parents in a variety of ways. Formal opportunities for input include involvement in the School Site Council, which provides direct formal input on the LCAP process. Parent representatives are elected, but the meetings are also public and open to all. In addition to input at meetings throughout the year, the final draft of the LCAP was presented at a public meeting of the SSC, which included the Parent Advisory Committee, in June for review and approval before going to the Board of Directors. Additionally, monthly Cafecitos (less formal monthly updates with the principal and team about relevant topics for all families) provide a consistent space for updates, input, and dialogue about topics related to LCAP. Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed in both of these spaces throughout the year. Families complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities. Additionally, parent input was a key part of the strategic planning process that EQ3 participated in. 19 families provided direct survey input, while others participated in interviews, focus groups, and a network level Parent Advocacy Committee.
Teachers and Staff	EQ3 is dedicated to ensuring that teachers and staff have a voice in the LCAP process in a variety of ways. Formal opportunities for input include involvement in the School Site Council, which provides direct formal input on the LCAP process. Teacher and staff representatives are elected, but the meetings are also public and open to all.
Students	EQ3 is dedicated to providing opportunities for student voice in the LCAP process. For students, there are two primary avenues: the annual student survey and the School Site Council. While EQ3 does not elect School Site Council student representatives due to its grade span, SSC meetings are open to all, and students are welcome and encouraged to attend. In order to ensure that the voice of all students is heard, however, students complete a school climate survey at least once a year, providing data for key LCAP metrics as well as input on school progress and priorities.

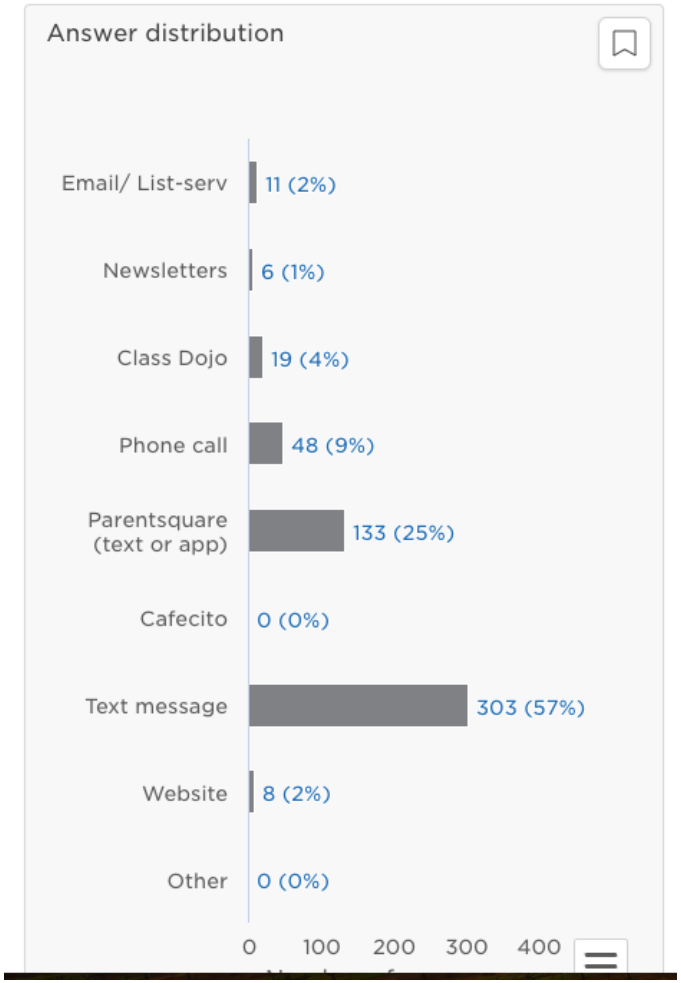
A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through the varied processes described above, educational partners provided a range of feedback. Below is a summary of input provided and how it informed the 2024-25 LCAP:

- Continued need for student academic interventions, including Academic Warriors and tutoring for 3rd and 4th grade students. This feedback is addressed in Goal 3, Action 3, which supports staffing and stipends for these sorts of interventions.
- The importance of early interventions for chronic absenteeism and attendance were discussed at SSC and helped shape Goal 1, Action 3, which takes a comprehensive approach to school culture, including attendance interventions.
- Continued support for our new stand-alone TK classrooms was shared by both parents and teachers/staff; this initiative will continue, as described in Goal 3, Action 3.
- Survey feedback from families further demonstrated that parents have a variety of preferences for communication, with 9% identifying phone calls, 57% preferring text messages, 25% selecting ParentSquare, and 4% identifying ClassDojo. This input has led to continued investments in a variety of communication platforms, as seen in Goal 1, Action 1 and Goal 1, Action 3.
- Educational partners shared a desire to see Equitas expand its vision for success beyond a narrow focus on academic achievement. This feedback is reflected in the revised mission statement (see General Information), as well as the shift in goal structure to more clearly articulate this theory of change. A healthy school culture is now the first goal in the LCAP and defined more holistically.
- A desire for additional enrichment and play offerings was also expressed by educational partners. These investments are reflected in multiple areas of the LCAP: school culture initiatives (Goal 1, Action 3), a comprehensive after-school program (Goal 1, Action 4), and a broad course of study supported by robust enrichment classes (Goal 2, Action 1).

- The importance of retaining high-quality teachers and leaders was emphasized by all educational partners and is reflected in more specific investments in this area under Goal 2--both in Action 2 and Action 4.
- Finally, educational partners shared an appreciation for the beautiful facilities that Equitas has invested in; this continued commitment is reflected in Goal 1, Action 2.

What would be the best way for the school/district to stay in communication with you?



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Healthy, Connected, and Equitable School Culture: Implement restorative practices and equity-minded approaches to ensure the well-being, safety, and connectedness of our school community, including their ability to advocate for equity. Key metrics for success on this goal include Student Engagement, School Climate, and Parent Engagement.	Broad Goal

State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Data analysis from the 2023 California School Dashboard (Dashboard) indicates a need to strengthen our school culture and foster a greater sense of belonging among all students, particularly those who have historically faced higher absenteeism rates.

Specifically, the Dashboard data highlights:

- Chronic absenteeism: EQ3 received a "Red" designation for chronic absenteeism overall, with a schoolwide rate of 32.3% in the 2022-23 school year. This rate is particularly concerning for specific student groups, including:
  - Students with Disabilities (SWD): The chronic absenteeism rate for SWD is higher at 40.3%, compared to the schoolwide average.
  - English Learners (ELs), Hispanic students, and Socioeconomically Disadvantaged Students (SED) also show concerning chronic absenteeism rates.

These trends suggest a need to address underlying factors that may be contributing to disengagement and absenteeism, particularly for these student groups.Additionally, qualitative evidence from student surveys, family surveys and teacher feedback points to a decline in student connectedness to the school community following the return from remote learning.

By implementing restorative practices and equity-minded approaches, we aim to create a more welcoming and supportive school environment, improve student well-being, and ultimately reduce chronic absenteeism and increase student engagement. This school-level work is aligned with the larger network's Community Schools work supported by the recent implementation grant.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	School Attendance Rate	92% (2022-23)			95%	

2	Chronic Absenteeism	All Students: 32% Hispanic: 31% English Learner: 32% SWD: 40.3% (2023 Dashboard)			At or below state average	
3	Suspension Rate	All: 0% Hispanic: 0% EL: 0% SWD: 0% (2023 Dashboard)			<1%	
4	Expulsion Rate	All: 0% Hispanic: 0% EL: 0% SWD: 0% (2022-2023)			<1%	
5	FIT Score	Exemplary (2022-23)			Exemplary	
6	Student Climate Survey: Sense of Safety	All: 50% EL: 45% (Spring 2024)			75%+	
7	Student Climate Survey: Sense of School Belonging (Connectedness)	All: 69% EL: 72% (Spring 2023)			75%+	
8	Family Climate Survey: School Safety	83% (Spring 2023)			85%+	
9	Family Climate Survey: School Connectedness (measured by "Barriers to Engagement" section of Panorama Survey)	91% (Spring 2023)			90%+	

10	Parental Involvement and Family Engagement (including how parental participation is promoted in programs for low-income students, English Learners, foster youth, and students with disabilities) measured by Priority 3 Local Indicator	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Operations Management	Investments in essential staff (including the school operations manager and office coordinators), communication, health initiatives, compliance, and core supplies contribute to a healthy, connected, and equitable learning environment.	$253,155.00	No
2	Safe and Compliant Facility	Equitas will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	$1,143,715.00	No
3	Staffing, Training, and Supplies to Support Strong Community	This spending action invests in personnel, programs, and resources to cultivate a welcoming and inclusive school environment, with a focus on Restorative Practices and Social-Emotional Learning (SEL) to help address chronic absenteeism, as well as other Goal 1 metrics. Staff positions like Assistant Principal, Counselor, and Culture Specialists provide social-emotional support and positive role models. Programs like family events, student incentives, and field trips foster a sense of community and belonging. Additional resources like student uniforms, security, and data software contribute to a safe and supportive learning atmosphere.	$679,988.00	Yes
4	Comprehensive After-School Program	Our after-school program provides a safe and engaging space to extend learning and build connections beyond the school day. Expenses for food, equipment, transportation (buses), enrichment programs, facility rentals, and staff training ensure a well-rounded program. This fosters a healthy, connected, and equitable school culture by providing access to nutritious meals, diverse activities, and positive adult role models.	$850,984.00	Yes
5	Summer Enrichment Program	In order to support the needs of our low-income students, foster youth, and English Learners, who are more likely to lack access to academic and enrichment opportunities in English during the summer, EQ3 provides access to a summer enrichment program, which includes programming, food, and access to technology.	$393,518.00	Yes

Goal

Goal #	Description	Type of Goal
2	High-Quality Teachers and Curriculum: Ensure all students have access to highly skilled and effective educators, as measured by credentialing and teacher surveys, and a high-quality curriculum that meets the needs of all students, measured by implementation of a broad course of study, rigorous standards-aligned courses and instructional materials, and full implementation of integrated and designated English Language Development.	Broad Goal

State priorities address by this goal.

1, 2, 6, 7

An explanation of why the LEA has developed this goal.

Ensuring that every student has a highly skilled educator in their classroom and rigorous instructional materials in front of them is key to their academic success. In a climate of significant teacher turnover and a reassessment of the most effective literacy curriculum, EQ3 is committed to recruiting, supporting, and retaining highly qualified staff, and to continuing to evaluate instructional materials, ELD program implementation and special education supports to ensure that every student receives the resources they need and deserve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers Appropriately Assigned/Fully Credentialed	Met (Spring 2023, Determined During LAUSD Oversight)			Met	
2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0% (2023 Local Indicator)			0%	

3	Implementation of California academic content and performance standards for all students	English Language Arts: 5 Mathematics: 5 History-Social Science: 3 English Language Development: 5 Next Generation Science Standards: 3 (2023 Local Indicator)			English Language Arts: 5 Mathematics: 5 History-Social Science: 5 English Language Development: 5 Next Generation Science Standards: 5	
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)			100%	
5	Teacher Climate Survey: Learning Environment (Sense of Safety)	71% (Spring 2023 Insight Survey)			80%	
6	Teacher Climate Survey: Sense of School Connectedness	Diversity, Equity, and Inclusion: 49% Leadership: 72% (Spring 2023 Insight Survey)			Diversity, Equity, and Inclusion: 85% Leadership: 85%	

7	All students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in Equitas' approved charter petition, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	Met (2023 Dashboard)			Met	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Aligned Instructional Materials	Strategic allocation towards standards-aligned instructional materials encompasses core curriculum resources, enrichment program materials (art, music, PE, dance), essential teacher supplies, and printing expenses for student materials. This investment ensures all students have access to high-quality, current resources that directly align with academic standards, fostering a well-rounded and effective learning environment.	$91,362.00	No
2	Highly Effective Teachers and School Leadership	EQ3's investments prioritize fostering a talented and dedicated faculty. This encompasses expenses related to attracting and retaining qualified educators through competitive salaries, hiring costs, and appreciation initiatives. Additionally, funding supports effective classroom instruction and a positive learning environment by providing substitute coverage for absences and allocating resources for core classroom teachers and the school principal.	$2,385,209.00	No
3	Core Special Education Program	Expenses in this action ensure that all required staffing, services, assessment, and reporting is in place for our students with disabilities.	$678,103.00	No
4	Network Talent Development & Support	EQ3 invests in support from the network office to recruit and retain staff who are well-qualified to teach our student population, centering the needs of our low-income students, foster youth and English Learners. Positions like the Managing Director of Talent, Director of People and Culture, Director of DEIA, as well as their supporting staff are key to ensuring Equitas students get the instructional support they need.	$166,708.00	Yes

Goal

Goal #	Description	Type of Goal
3	Academic Success For All Students: Continue to use data-driven instruction to close achievement gaps and ensure student academic growth and success in literacy, including English language development, math, and science.	Broad Goal

State priorities address by this goal.

4, 8

An explanation of why the LEA has developed this goal.

EQ3 helps support students on their path to college, and we know that their academic experience in elementary school is foundational. While Equitas has seen growth in SBAC scores for both math and ELA, they still lag behind pre-pandemic achievement levels. Similarly, while the progress of English Learners has been steadily improving, reclassification rates and English Learner progress have significant room for growth. Our instructional approach is committed to providing a challenging instructional program that prepares our students for success in college and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP Performance in English Language Arts, measured by DFS	All: -34.5 DFS EL: -43.5 DFS SWD: -90.8 DFS			Meet or exceed state average	
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All Students: 38% Hispanic: 38% English Learner: 15% SWD: 13% (2022-23)			Meet or exceed state average	
3	CAASPP Performance in Math, measured by DFS	All: -29.7 DFS EL: -34.2 DFS SWD: -73.3 DFS			Meet or exceed state average	

4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All Students: 38% Hispanic: 39% English Learner: 24% SWD: 21% (2022-23)			Meet or exceed state average	
5	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	45.4% (2023 Dashboard)			Meet or exceed state average	
6	EL Reclassification Rate	13.7% (22-23)			Meet or exceed state average	
7	Student Performance on Internal State-Verified Data Assessment for Reading	All: 49% EL: 47% SPED: 44% (NWEA Reading, Fall-to-Spring 2023)			50%+ meeting growth projections	
8	Student Performance on Internal State-Verified Data Assessment for Math	All: 55% EL: 57% SPED: 60% (NWEA Math, Fall-to-Spring 2023)			50%+ meeting growth projections	

Goal Analysis for 2024-2025

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Differentiated Instructional Supports	Investment in this area ensures academic success for all students, with a particular focus on low-income students, English Learners, and foster youth. This includes resources like targeted curriculum materials, intervention programs (materials and software), student workbooks and supplies, culturally diverse books, and academic enrichment experiences (field trips, book fairs). These investments allow teachers to tailor instruction to individual needs and learning styles, promoting an equitable and inclusive learning environment where all students can thrive.	$233,058.00	Yes
2	Professional Development	This includes investments in network and site based coaching, and internal and external professional development for all Administrators, Instructional Coaches, and Teachers. The focus of all professional development is supporting actions that will lead to strong academic achievement for all students, with specific emphasis on meeting the needs of low-income students and English Learners.	$68,416.00	Yes
3	Instructional Leadership and Support Staffing	EQ3 invests in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, foster youth, and English Learners are met in every classroom. This includes the work of our assistant principal, our investments in instructional aides, our instructional coach, and teacher stipends for additional student supports, as well as staffing our stand-alone TK classrooms.	$1,002,267.00	Yes
4	Effective ELD Program	Equitas invests in the growth and success of our English Learners by ensuring professional development for staff in integrated and designated ELD, strong EL curriculum, EL data tracking software, stipending an EL Teacher Leader, and getting network support from the Director of ELD.	$29,440.00	Yes
5	Additional Investments for Students with Disabilities	This action includes investments beyond the required staffing and services for our students with disabilities, including our SPED Lead stipend and network support.	$3,618.00	No
6	Academic Technology	Our "Academic Technology" investments prioritize equitable access to learning tools for all students, especially low-income students. This encompasses providing Chromebooks for every	$86,077.00	Yes

		student, with the necessary licenses for software and programs. Additionally, dedicated IT support from the network office ensures smooth technology use in the classroom. Investing in classroom technology like document cameras and smart boards allows for innovative and engaging instruction, fostering a dynamic learning environment that promotes academic success for all.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,592,888.00	$187,306.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.49%	0.00%		38.49%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3 Goal 1, Action 4 Goal 1, Action 5	44% of English Learners responded favorably to the School Safety portion of the Student Climate Survey, as compared to 50% schoolwide. While the number of foster youth is too small to be disclosed on the CA Dashboard, internal analysis shows that these students face more barriers to school engagement, evidenced both in school attendance and sense of belonging and safety at school. Educational partner feedback emphasized the need for social-emotional supports, strong communication and parent involvement to help support these students, particularly for English Learners. They additionally identified the need for a more comprehensive program that goes beyond a narrow focus on academics. Further, extensive data shows that the impact of summer break contributes to learning loss among low-income students, English Learners, and foster youth.	Action 3: This data demonstrates that an increased focus is needed on investing in efforts to support student social-emotional health, encourage attendance, and provide opportunities for connection and positive relationships at school. EQ3's Counselor and School Psychologist are equipped with trauma-informed practices attuned to the needs of our low-income youth, foster youth, and English Learners. Our Rec Aide and School Culture Coordinator provide additional student supports and key relationships for these students to cultivate a stronger sense of both physical and psychological safety. Action 4: EQ3's continued investment in a robust after-school program ensures additional supports for all students, but particularly meets the needs of low-income students, English Learners and foster families who may be less equipped to provide enrichment opportunities in English outside of the school day. While the bulk of the program is funded through ELO-P, any additional expenses will be covered by the school's LCFF funding. Action 5: Similarly, a strong summer program benefits all students, but particularly those who might otherwise not be able to access rich summer learning opportunities. Our low-income students, English Learners, and foster youth benefit in particular from these programs, and thus we are committed to making up any gap not covered by ELO-P with LCFF funding.	For action 4 and 5, we will monitor chronic absenteeism rates for low-income students, English Learners, and foster youth as well as schoolwide. We will also continue to monitor suspension and expulsion rates (currently 0% across all subgroups). For actions 4, 5, and 6, we will monitor school climate survey data for both sense of safety and school belonging for English Learners and foster youth, as well as schoolwide. (We do not collect income data as part of the climate survey).

Goal 2, Action 4	Educational partners identified the need to retain high quality teachers and staff as a high priority. Nationally and in California, schools that serve high percentages of low-income students, English Learners, and foster youth tend to be challenged by significantly lower staff retention rates and shorter tenure of staff. In the spring 2023 staff Insight survey, only 67% of teacher respondents felt that "Leaders at my school work hard to retain effective teachers." 68% of teachers responded positively to questions about diversity, equity, and inclusion; 72% responded positively to questions about school leadership. In 2023, the performance of English Learners increased by 3.9 points on the CAASPP English Language Arts exam, as opposed to 0.3 points schoolwide. For Current English Learners, however, performance declined by 12.3 points (in contrast to the performance of recently reclassified English Learners). Performance for low-income students increased by 3.4 points. In math, English Learner performance increased by 13 points, compared to 11.1 points schoolwide. For low-income students, performance increased by 14.6 points. English Learner progress was in Green for 2023, after performance increased by 3.5%. This progress for key subgroups paired with the possibility of losing effective educators demonstrates the essential role of retaining effective educators to maintain and increase progress for our low-income students and English Learners.	This action invests in additional support for teachers and school leadership from the network, focused on attracting and retaining highly qualified teachers who are effective in driving results for low-income students and English Learners.	We will monitor effectiveness through the percentage of teachers appropriately assigned/fully credentialed, as well as the implementation of academic standards, % of English Learners provided ELD, and the Teacher Climate Survey sense of School Connectedness.

Goal 3, Actions 1, 2, 3, and 6	While the percentage of students making progress towards English Language proficiency has increased, and EL student performance overall is improving, it continues to lag behind school-wide performance in some areas, as seen below. Low-income students, on the other hand, are currently performing slightly above the schoolwide average. This is clearly an area where we have made progress, but must continue investment. ELA CAASPP Performance Schoolwide: -34.5 DFS, 38% met or exceeded standard ELs: -43.5 DFS, 15% met or exceeded standard Low-Income Students: -33.5 DFS, 39% met or exceeded standard Math CAASPP Performance Schoolwide: -29.7 DFS, 38% met or exceeded standard ELs: -34.2 DFS, 24% met or exceeded Low-Income: -28 DFS, 40% met or exceeded In consultation with our educational partners, as well as continued review of educational research, a number of factors are contributing to this gap: - English Learners need additional supports and strategies implemented through Integrated ELD to help them continue to develop proficiency in English and acquire content knowledge - Low-income students may lack access to a print-rich environment at home, as well as support with academic vocabulary in English and supplementary educational resources - Targeted small-group instruction is key to meeting the varied needs of our low-income students and English Learners, requiring additional teaching expertise and staffing - The CAASPP and ELPAC are both administered online in English, requiring proficiency with technology that many students, particularly our low-income students and English Learners, lack exposure to	Action 1 ensures that low-income students and English Learners are provided with materials and interventions that meet their unique needs as learners, helping to address gaps in learning that may have occurred in previous years. By providing interventions, adaptive software, manipulatives, and other resources, we can ensure these students have what they need to succeed. Action 2 ensures that educators are equipped with the most up-to-date instructional strategies to ensure effectiveness in the classroom, including trauma-informed approaches, strategic scaffolding, and appropriate designated ELD techniques. Action 3 ensures that there is appropriate staffing for effective interventions and our stand-alone TK classrooms. Instructional leadership monitors and supports successful classrooms, while additional support roles like our instructional aides and instructional coach ensure that small group interventions and other effective differentiation take place. Action 6 ensures that all of our students have access to appropriate academic technology, implemented in a classroom environment with a focus on learning and facility with the tools required for success on ELPAC and CAASPP.	All of these actions should drive increased performance on CAASPP in both English and math, as well as ELPAC growth. We expect to see interim measures of progress on our internal state-verified data assessment in reading and math as well.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 4	While our EL Progress Indicator increased significantly in 2023, from 40.9% to 45.4%, EL reclassification rates have not yet fully rebounded to pre-pandemic rates, holding at roughly 13% for the past two years. Meanwhile, our EL population continues to make up roughly half of our school's student population. As discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance. Our educational partners have emphasized the need for continued strong supports for English Learners, as well as an increase in efforts to communicate with and involve parents of English Learners.	EQ3's ELD program is focused on meeting the comprehensive needs of our English Learners, both through direct services, as well as professional development and additional staffing to help ensure everyone on the Equitas team is equipped and supported to help our EL students succeed.	Action effectiveness will be measured first by ELPI and EL reclassification rate, as well as by progress in closing the gap in EL performance on all academic and culture metrics.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding allows Equitas to fund direct services to students through our English Language Director, Counselor, School Psychologist, Instructional Aides, and EL Teacher Leader.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$4,138,636.00	$1,592,888.00	38.49%	0.00%	38.49%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$4,700,042.00	$2,911,906.00	$0.00	$453,670.00	$8,065,618.00	$4,437,178.00	$3,628,440.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Effective Operations Management	All	No				ongoing	$86,750	$166,405	$233,155	$20,000	$0	$0	$253,155	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$165,053	$978,662	$451,297	$692,418	$0	$0	$1,143,715	0.00%
1	3	Staffing, Training, and Supplies to Support Strong Community	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$206,600	$473,388	$506,606	$173,382	$0	$0	$679,988	0.00%
1	4	Comprehensive After-School Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$253,411	$597,573	$0	$850,984	$0	$0	$850,984	0.00%
1	5	Summer Enrichment Program	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	Summer	$70,858	$322,660	$0	$393,518	$0	$0	$393,518	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$91,362	$8,874	$82,488	$0	$0	$91,362	0.00%
2	2	Highly Effective Teachers and School Leadership	All	No				ongoing	$2,213,997	$171,212	$2,379,791	$0	$0	$5,418	$2,385,209	0.00%
2	3	Core Special Education Program	Student with Disabilities (SWD)	No				ongoing	$526,059	$152,044	$30,409	$487,963	$0	$159,731	$678,103	0.00%
2	4	Network Talent Development & Support	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$166,708	$0	$166,708	$0	$0	$0	$166,708	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	ongoing	$0	$233,058	$163,231	$69,827	$0	$0	$233,058	0.00%
3	2	Professional Development	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	$43,416	$25,000	$43,416	$0	$0	$25,000	$68,416	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$682,508	$319,759	$625,945	$141,326	$0	$234,996	$1,002,267	0.00%
3	4	Effective ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$18,200	$11,240	$915	$0	$0	$28,525	$29,440	0.00%
3	5	Additional Investments for Students with Disabilities	Student with Disabilities (SWD)	No				ongoing	$3,618	$0	$3,618	$0	$0	$0	$3,618	0.00%
3	6	Academic Technology	All	Yes	Schoolwide	Low Income	All Schools	ongoing	$0	$86,077	$86,077	$0	$0	$0	$86,077	0.00%

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,138,636.00	$1,592,888.00	38.49%	0.00% - No Carryover	38.49%	$1,592,898.00	0.00%	38.49%	**Total:**	$1,592,898.00
								LEA-wide Total:	
								Limited Total:	$915.00
								Schoolwide Total:	$1,591,983.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Staffing, Training, and Supplies to Support Strong Community	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$506,606.00	0.00%
1	4	Comprehensive After-School Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
1	5	Summer Enrichment Program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
2	4	Network Talent Development & Support	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$166,708.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$163,231.00	0.00%
3	2	Professional Development	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$43,416.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$625,945.00	0.00%
3	4	Effective ELD Program	Yes	Limited	English learner (EL)	All Schools	$915.00	0.00%
3	6	Academic Technology	Yes	Schoolwide	Low Income	All Schools	$86,077.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,491,166.00	$ 6,399,044.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Development	Yes	$ 2,684,006	$ 2,470,656
1	2	Assessments	No	$ 1,001	$ 1,200
1	3	Intervention	Yes	$ 10,600	$ 8,639
1	4	Course Access (Enrichment)	Yes	$ 296,345	$ 356,971
2	1	ELD Program	No	$ 2,413	$ 3,600
2	2	Staffing, Services, & Program to Service ELL Scholars	No	$ 55,412	$ 66,420
2	3	Special Education Program	No	$ 751,083	$ 789,402
2	4	Curriculum & Materials	No	$ 153,009	$ 121,365
2	5	Social-Emotional Supports	Yes	$ 153,063	$ 164,450
2	6	Technology	No	$ 159,981	$ 60,382
3	1	Scholar engagement and opportunities	No	$ 942,469	$ 1,055,950
3	2	Opportunities for parent participation	Yes	$ 126,158	$ 172,456
3	3	Attendance incentives	No	$ -	$ -
3	4	Facilities: School Climate and Safety	Yes	$ 83,835	$ -
3	5	Facilities	No	$ 1,071,791	$ 1,127,553

2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,636,588	$ 1,747,140	$ 1,747,140	$0.00 - No Difference	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development	Yes	$ 1,125,947	$ 1,064,114.00	0.000%	0.000%
1	3	Intervention	Yes	$ 10,600		0.000%	0.000%
1	4	Course Access (Enrichment)	Yes	$ 296,345	$ 346,120.00	0.000%	0.000%
2	5	Social-Emotional Supports	Yes	$ 104,255	$ 164,450.00	0.000%	0.000%
3	2	Opportunities for parent participation	Yes	$ 126,158	$ 172,456.00	0.000%	0.000%
3	4	Facilities: School Climate and Safety	Yes	$ 83,835		0.000%	0.000%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,260,341	$ 1,636,588	0.000%	38.414%	$ 1,747,140	0.000%	41.009%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$166,708.00	$28,618.00	$28,525.00			$229,819.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
2	2	Highly Effective Teachers and School Leadership		$3,618.00				$1,800.00	$2,385,209.00
2	3	Core Special Education Program						$159,731.00	$678,103.00
3	2	Professional Development		$25,000.00					$68,416.00
3	3	Instructional Leadership and Support Staffing	$166,708.00					$68,288.00	$1,002,267.00
3	4	Effective ELD Program			$28,525.00				$29,440.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support 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.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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