LCFF Budget Overview for Parents

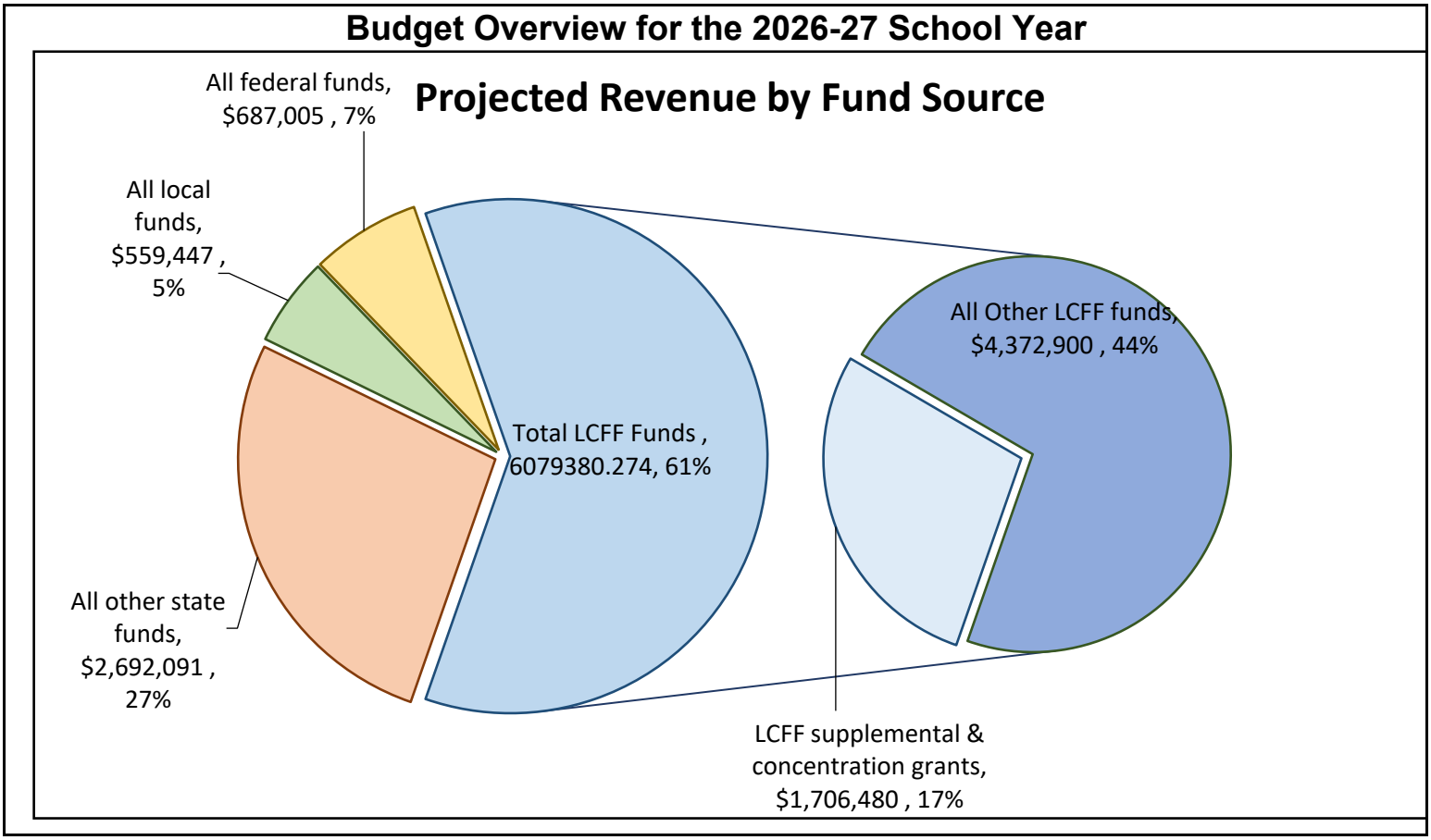
Local Educational Agency (LEA) Name: Equitas Academy Charter #4

CDS Code: 19647330133686

School Year: 2026-27

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).

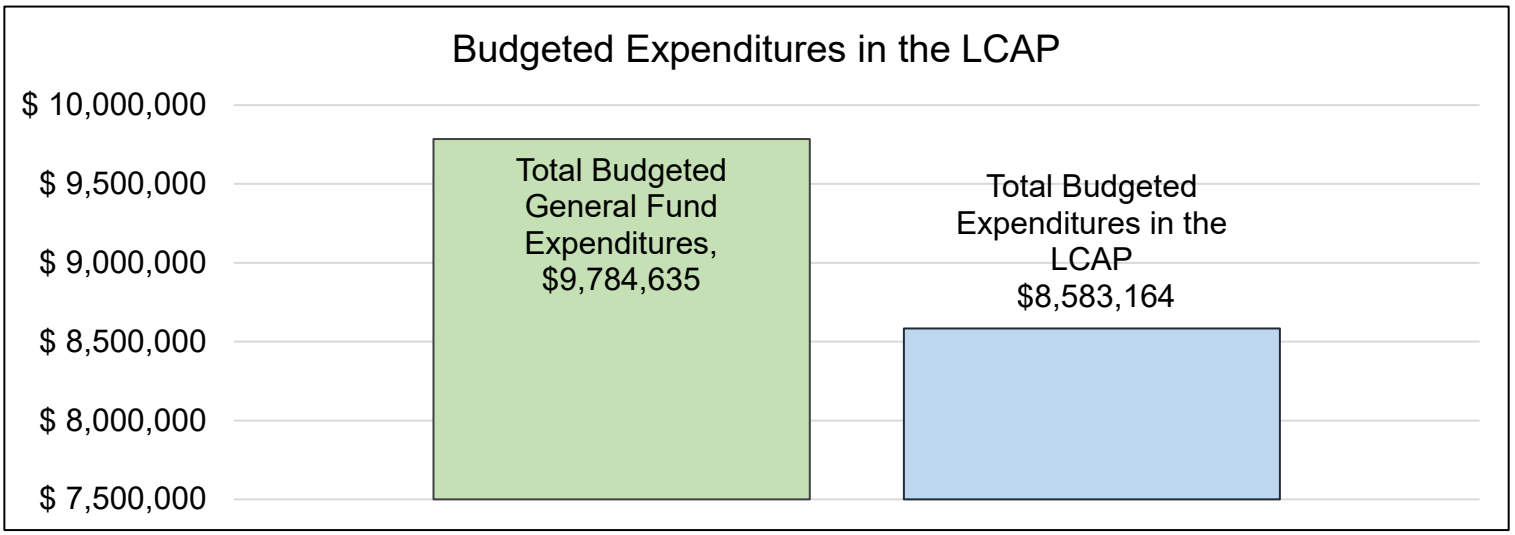


This chart shows the total general purpose revenue Equitas Academy Charter #4 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Equitas Academy Charter #4 is $10,017,923.78, of which $6,079,380.27 is Local Control Funding Formula (LCFF), $2,692,091.26 is other state funds, $559,447.48 is local funds, and $687,004.77 is federal funds. Of the $6,079,380.27 in LCFF Funds, $1,706,480.00 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 #4 plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

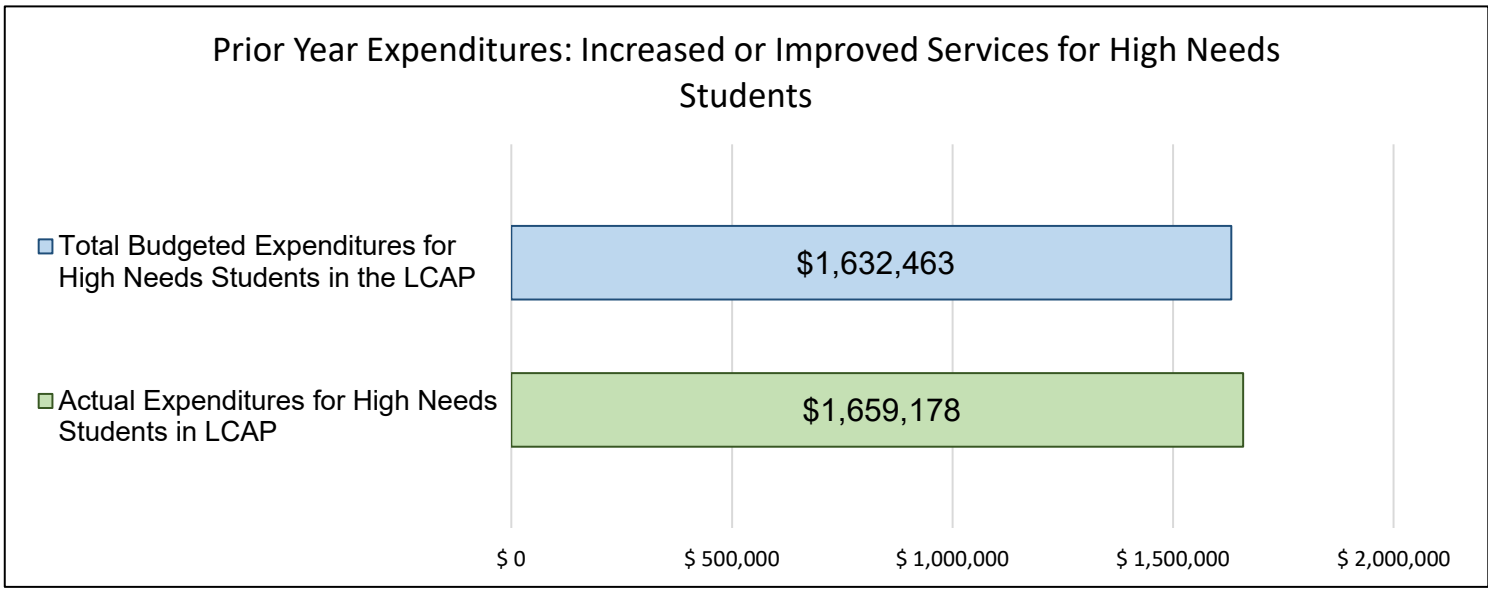
The text description of the above chart is as follows: Equitas Academy Charter #4 plans to spend $9,784,635.05 for the 2026-27 school year. Of that amount, $8,583,164.47 is tied to actions/services in the LCAP and $1,201,470.58 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Equitas Academy Charter #4 is projecting it will receive $1,706,480.00 based on the enrollment of foster youth, English learner, and low-income students. Equitas Academy Charter #4 must describe how it intends to increase or improve services for high needs students in the LCAP. Equitas Academy Charter #4 plans to spend $1,706,480.43 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 2025-26



This chart compares what Equitas Academy Charter #4 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 #4 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 2025-26, Equitas Academy Charter #4's LCAP budgeted $1,632,462.66 for planned actions to increase or improve services for high needs students. Equitas Academy Charter #4 actually spent $1,659,178.00 for actions to increase or improve services for high needs students in 2025-26.

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 4	Sofia Roditti CEO	sroditti@equitasacademy.org 213-201-0440

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Since 2017, Equitas Academy #4 (EQ4) has been serving the community of Pico-Union. Equitas Academy #4 serves 456 scholars in grades 5-8. Our scholar demographics include 98.7% Hispanic scholars and 0.4% Filipino scholars. 12.3% of our scholars are students with disabilities (SWD); 28.9% are English Learners (EL); and 94.1% are considered socioeconomically disadvantaged (SED).

Equitas Academy #4 was recognized as a 2024 California Distinguished School. 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.

Equitas Academy educational partners, including staff, family, and community members, recently participated in an Equitas network-wide strategic planning process, 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

EQ4 is not eligible for Equity Multiplier funding. As a Title I School-Wide Program, EQ4 uses the LCAP as its SPSA, accounting for both LCFF and Title spending priorities within one planning document and meeting the educational partner engagement requirements as they apply to charter schools.

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 2025 California School Dashboard shows a small increase in Chronic Absenteeism (Red) and Suspension Rate (Yellow), strong progress for English Learners (Green), and declines in CAASPP performance for English Language Arts (ELA) and Mathematics (both Orange). All local indicators were met.

Chronic absenteeism increased by 1.5 points to 21.7% of students overall. This increase was fairly consistent across ELs, Hispanic students, and SED students, although ELs had a higher base rate, leading to English Learner absenteeism of 26.4%. Long-Term ELs (LTELs) had a similar absenteeism rate (26.5%), a 2.5 point jump from the previous year. All of these student groups were identified in the Red performance category. SWD, however, saw a 2.5 point decrease in absenteeism, down to 23.7%--below the state average.

The schoolwide suspension rate remained low at 0.6% schoolwide, well below the state average; however, this was an increase from our previous 0% suspension rate. There were no student groups in Red or Orange; Hispanic, SED, and SWD were all classified Yellow due to increases of 0.6, 0.7, and 1.6 points respectively from their previous baseline of 0. No ELs or LTELs were suspended. Student climate survey results show that 48% of students feel safe at school, and 44% of students feel a sense of belonging.

English Learner Progress (ELPI) increased by 5 points to 55%, well above the state average. Progress for LTELs was even stronger and received a Blue performance rating, with 70.5% of LTELs making progress, an 8.8 point increase. This improvement was largely driven by a decline in students who maintained their ELPI level and a corresponding increase in students growing at least one level on the ELPAC. The EL reclassification rate was 26%, well above the estimated state average.

CAASPP ELA performance declined by 10 points to a distance from standard (DFS) of -32.8. SWD saw a larger decline of 13.7 points, achieving an average -122.6 DFS. LTELs declined only 0.7 points to -97.8 DFS, above the state average. Both SWD and LTELs received a Red performance rating. ELs as a whole declined just 1.6 points to -59.8 DFS, matching the state average and receiving an Orange rating. Hispanic and SED students largely mirrored the schoolwide average.

CAASPP Math performance held steady, with a 0.2 point decline to -84.8 DFS. LTELs increased by 2.6 points to -157.2 DFS, just above the state average, and received a Red performance rating. ELs and SWD saw meaningful increases--ELs increased 4.6 points to -109.8 DFS, while SWD saw a 12.8 point increase to -151.3 DFS. Both remained below the state average, however, and received an Orange performance rating. Hispanic and SED performance closely mirrored the school average, although SED students declined slightly more to -85.9 DFS.

Parent satisfaction remained strong, with 85% of parents feeling their children were safe at school and 88% of parents feeling connected to the school. Similarly, 76% of teachers felt safe, and 70% felt a sense of belonging.

The following items were identified as Red on the 2023 Dashboard, and remain an area of focus in the 2026-27 LCAP as described below:
- Schoolwide Chronic Absenteeism, addressed through Goal 1, Action 3
- Chronic Absenteeism for ELs, Hispanic Students, SED Students, and SWD, addressed through Goal 1, Action 3

EQ4 has $53,798.14 in unexpended Learning Recovery Emergency Block Grant (LREBG) funding which will be spent in the 2026-27 school year. Funds will be spent to support a Tier 3 Intervention Teacher, as part of Goal 3, Action 3. Empirical research demonstrates that explicit, intensive, small-group instruction led by a trained specialist significantly accelerates learning recovery for students with persistent foundational skill deficits (Gersten et al., 2020). This specialized role eliminates the barrier of uniform instructional pacing, allowing high-need students to master the micro-skills required to successfully re-engage with core grade-level content. By continuously analyzing diagnostic data to customize daily remediation, the intervention teacher directly drives measurable student progress on standardized benchmarks and schoolwide assessments. Ultimately, this investment stabilizes the school's Multi-Tiered System of Supports (MTSS), effectively narrowing achievement gaps and ensuring equitable academic growth for the most vulnerable students.

EQ4 will be spending $183,102.77 in Student Support and Professional Development Block Grant (SSPDBG) funding to support Goal 1, Action 3; and Goal 3, 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)	EQ4 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. Finally, families complete a school climate survey twice a year, providing data for key LCAP metrics as well as input on school progress and priorities.
Teachers and Staff	EQ4 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. Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were also reviewed regularly during professional development sessions throughout the year. Teachers and staff complete multiple surveys annually: a teacher perception survey twice annually, as well as a survey focused on diversity, equity, inclusion, and accessibility that is given at least once a year, providing data for key LCAP metrics as well as input on school progress and priorities.
Students	EQ4 is dedicated to providing opportunities for student voice in the LCAP process. As we continue strengthening how we support our students, we’re excited about two powerful ways we’re listening and learning from them. Through Satchel Pulse, our SEL screener, students have a structured opportunity to share how they’re feeling and experiencing school—giving us meaningful data to better support their well-being. At the same time, Student Leadership Council (SLC) ensures our students have a true seat at the table. SLC is a space where students step up as voices for their grade levels, lead with purpose, and take ownership of their community. Whether they’re planning spirit weeks, supporting school-wide events, or launching student-led projects, they’re learning to identify challenges and create solutions. Together, these efforts help us build a school where every student feels heard, supported, and empowered to lead. Student feedback and qualitative input on school priorities are also gathered through qualitative input via regular student council meetings and informal interactions with staff, as well as school site council and our annual student survey. While EQ4 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.
Principals and Administrators	Principal and administrators are actively involved in the LCAP process, reviewing and providing data for the mid-year update, helping directly craft goals, actions, and goal analysis, and presenting information to the educational partners as described above.

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

Staff provided feedback on procedures that could strengthen school safety and culture, including refining dismissal practices, tardy procedures, classroom management and restorative justice training for teachers, and playground supervision. These needs are prioritized in Goal 1, Action 3, and Goal 3, Action 2.

Parents provided feedback identifying a strong relationship between students' positive relationships at school and their attendance; student feedback supported this, with 100% of students saying they come to school because they feel safe and supported in an ELAC survey. This continues to be an area of priority supported by Goal 1, Action 3.

Both teachers and parents continued to identify support for literacy as a key priority; the school is investing in Achieve3000 for the coming year to provide further support in this area (Goal 3, Action 1).

Student feedback prioritized field trips, student-planned events, and additional spirit days, which have been enacted this year and will continue to be prioritized in Goal 1, Action 3, with specific investments made in positive behavior incentives and 8th grade end-of-year rituals.

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 addressed 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: EQ4 received a "Red" designation for chronic absenteeism overall, with a schoolwide rate of 30.9% 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 slightly higher than the schoolwide average at 35.6%
  - English Learners had a chronic absenteeism rate of 37.3%.
  - 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% (22-23)	94% (23-24)	93.3% (24-25)	95%	1.3 point increase
2	Chronic Absenteeism	All Students: 30.9% EL: 37.3% SWD: 35.6% (2023 Dashboard)	All Students: 20.2% EL: 25% SWD: 26.2% (2024 Dashboard)	All: 21.7% EL: 26.4% LTEL: 26.5% SWD: 23.7% (2025 Dashboard)	At or below state average	All: 9.2 point decrease EL: 10.9 point decrease LTEL: n/a SWD: 11.9 point decrease
3	Suspension Rate	All: 1.3% EL: 2.2% SWD: 0% (2023 Dashboard)	All: 0% EL: 0% SWD: 0% (2024 Dashboard)	All: 0.6% EL: 0.0% LTEL: 0.0% SWD: 1.6% (2025 Dashboard)	<1%	All: 0.7 point decrease EL: 2.2 point decrease LTEL: n/a SWD: 1.6 point decrease
4	Expulsion Rate	All: 0% Hispanic: 0% EL: 0% SWD: 0% (2022-2023)	All: 0% Hispanic: 0% EL: 0% SWD: 0% (2023-2024)	All: 0% Hispanic: 0% EL: 0% SWD: 0% (2024-25)	<1%	Maintained 0%
5	Facility Inspection Toolkit (FIT) Score	Exemplary (2022-23)	Exemplary (2023-24)	Exemplary (2024-25)	Exemplary	Maintained Exemplary rating
6	Student Climate Survey: Sense of Safety	All: 49% EL: 51% (Spring 2024)	All: 49% EL: 51% (Spring 2024)	All: 48% EL: 47% (Spring 2025)	75%+	All: 1 point decrease EL: 4 point decrease

7	Student Climate Survey: Sense of School Belonging (Connectedness)	All: 66% EL: 68% (Spring 2023, School Teacher-Student Relationships)	All: 50.4% EL: 51% (Spring 2024, School Teacher-Student Relationships)	All: 44% EL: 44% (Spring 2025, School Teacher-Student Relationships)	80%+	All: 22 point decrease EL: 24 point decrease
8	Family Climate Survey: School Safety	76% (Spring 2023)	84% (Spring 2024)	85% (Spring 2025)	85%+	9 point increase
9	Family Climate Survey: School Connectedness (measured by "Barriers to Engagement" section of Panorama Survey)	85% (Spring 2023)	89% (Spring 2024)	88% (Spring 2025)	90%+	3 point increase
10	Middle School Dropout Rate	0% (22-23)	0% (23-24)	0% (24-25)	0%	Maintained 0%
11	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 (2024 Dashboard)	Met (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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.

There were no substantive differences between the 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.

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

Current metrics show that these actions have been somewhat effective in making progress towards our goal:
1. Effective Operations Management: These investments have ensured that EQ4 remains operationally compliant and maintains a 0% dropout rate.
2. Safe and Compliant Facility: These investments have been effective in maintaining an exemplary FIT score.
3. Staffing, Training, and Supplies to Support Strong Community: While we believe these investments are critical, we are continuing to gather educational partner input to refine them. Increases in absenteeism and suspension rates, while small, paired with declines in student climate survey data. We have begun to address these issues this year with increased student leadership and other efforts, but will need to continue to devote attention to this area.
4. Comprehensive After-School Program: This program has been a key support for our students and families, and helps contribute to our strong parent satisfaction rates.
5. Summer Enrichment Program: This program has continued to play an important role in keeping our students and families engaged over the summer.

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.

We are increasing our investment in our School Culture and Restorative Justice Specialist from part-time to full-time, and adding a second part-time counselor, as well as additional culture/supervision staffing. We will continued the efforts of the Student Leadership Council (SLC) to support Action 3 through the planning and execution of student-centered, community-building initiatives.

SLC members have played a key role in strengthening student engagement and belonging by:
- Co-planning and supporting school-wide events such as the State Testing Pep Rally, helping build positive academic culture and motivation
- Leading campus tours for rising 5th grade students, supporting transition, connection, and early sense of belonging prior to enrollment
- Providing input on proactive culture systems, including identifying what motivates students and informing incentives like the school store
- Presenting at Cafecitos and family events, elevating student voice and strengthening family-school connection
- Designing and leading community events that bring students and families together, reinforcing a sense of community and shared ownership

Through these efforts, SLC has served as a bridge between students, staff, and families—ensuring that student voice directly informs school culture decisions and contributes to a more connected, equitable, and engaging school environment. These efforts will continue and grow in the 26-27 school year.

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.	$289,298.00	No
2	Safe and Compliant Facility	EQ4 will continue investments to maintain a safe and compliant facility, including rent, utilities, housekeeping, furniture, pest control, landscaping, fire safety, accessibility, and parking.	$1,375,503.00	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.	$1,441,034.00	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.	$814,154.00	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, EQ4 provides access to a summer enrichment program, which includes programming, food, and access to technology.	$41,000.00	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 addressed 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, EQ4 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 (Spring 2024, Determined During LAUSD Oversight)	Met (Spring 2025, Determined During LAUSD Oversight)	Met	Maintained Met status

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% (2024 Local Indicator)	0% (2025 Local Indicator)	0%	Maintained 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: 4 (2023 Local Indicator)	English Language Arts: 5 Mathematics: 5 History-Social Science: 5 English Language Development: 5 Next Generation Science Standards: 5 (2024 Local Indicator)	English Language Arts: 5 Mathematics: 5 History-Social Science: 5 English Language Development: 5 Next Generation Science Standards: 5 (2025 Local Indicator)	English Language Arts: 5 Mathematics: 5 History-Social Science: 5 English Language Development: 5 Next Generation Science Standards: 5	Improved History-Social Science rating from 3 to 5; improved Next Generation Science Standards from 4 to 5; maintained 5 rating for all other subjects
4	% of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	Maintained 100%
5	Teacher Climate Survey: Sense of Safety	57% (Spring 2023, Insight Survey: Learning Environment)	3.7 (Spring 2024, Insight Survey: Learning Environment)	76% (Spring 2025, Spark Survey: Basic Needs)	80%	19 point increase; however, survey changed from Insight Survey to Spark Survey)
6	Teacher Climate Survey: Sense of School Connectedness	Diversity, Equity, and Inclusion: 56% Leadership: 59% (Spring 2023 Insight Survey)	Diversity, Equity, and Inclusion: 4.5 Leadership: 4.4 (Spring 2024 Insight Survey)	70% (Spring 2025 Spark Survey: Belonging)	Diversity, Equity, and Inclusion: 75% Leadership: 75%	n/a due to change from Insight Survey to Spark Survey

7	All students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in EQ4's approved charter petition, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	Met (2023 Dashboard)	Met (2024 Dashboard)	Met (2025 Dashboard)	Met	Maintained Met status

Goal Analysis for 2025-2026

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.

There were no substantive differences between the 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.

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

1. Standards-Aligned Instructional Materials: This action has been very effective; we have achieved the highest rating for standards implementation in all subject areas, and maintained 100% access to instructional materials for all students.

2. Highly Effective Teachers and School Leadership: This has been very effective. We have continued to source, hire, and retain highly effective staff in both teacher and leadership roles, maintaining our fully compliant teacher credentialing.

3. Core Special Education Program: This action has been very effective. We have maintained a special education program that is appropriately staffed and credentialed.

4. Network Talent Development and Support: This action has been very effective. EQ4 works closely with network staff to provide strong service delivery to all students. For example, the Director of ELD supports school-based staff to ensure 100% of ELs receive designated and integrated ELD.

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.

There are some staffing adjustments planned as part of our secondary redesign to help continue to center our academic program and content expertise for our students. These include the removal of the in-house sub position, expanding our RSP teacher team, and broadening our enrichment offerings.

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.	$10,000.00	No
2	Highly Effective Teachers and School Leadership	EQ4'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.	$2,630,097.00	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.	$859,803.00	No
4	Network Talent Development & Support	EQ4 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.	$179,234.00	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 addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

EQ4 helps support students on their path to college, and we know that their academic experience in middle 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 room for growth. Our instructional approach is committed to providing a challenging instructional program that prepares our students for success in high school, 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: -27.6 DFS EL: -62.7 DFS SWD: -86.2 DFS (2023 Dashboard)	All: -22.8 DFS EL: -58.3 DFS LTEL: -97.1 DFS SWD: -108.9 DFS (2024 Dashboard)	All: -32.8 DFS EL: -59.8 DFS LTEL: -97.8 DFS SWD: -122.6 DFS (2025 Dashboard)	Meet or exceed state average	All: 5.2 point decrease EL: 2.9 point increase LTEL: n/a SWD: 36.4 point decrease
2	CAASPP Performance in English Language-Arts, measured by % meeting/exceeding standard	All: 37.8% EL: 10% LTEL: 9% SWD: 13.9% (22-23)	All: 42.8% EL: 8% LTEL: 0% SWD: 10.5% (23-24)	All: 36.5% EL: 2.2% LTEL: 7.1% SWD: 7.5% (24-25)	Meet or exceed state average	All: 1.3 point decrease EL: 7.8 point decrease LTEL: 1.9 point decrease SWD: 6.4 decrease

3	CAASPP Performance in Math, measured by DFS	All: -78.5 DFS EL: -115.2 DFS SWD: -137.5 DFS (2023 Dashboard)	All: -84.6 DFS EL: -114.3 DFS SWD: -164.1 DFS (2024 Dashboard)	All: -84.8 DFS EL: -109.8 DFS LTEL: -157.2 DFS SWD: -151.3 DFS (2025 Dashboard)	Meet or exceed state average	All: 6.5 point decrease EL: 5.4 point increase LTEL: n/a SWD: 13.8 point decrease
4	CAASPP Performance on Math, measured by % meeting/exceeding standard	All: 22% EL: 5% LTEL: 2% SWD: 5.6% (2022-23)	All: 17% EL: 5% LTEL: 4% SWD: 5% (2023-24)	All: 21.6% EL: 2.2% LTEL: 2.4% SWD: 7.7% (2024-25)	Meet or exceed state average	All: 0.4 point decrease EL: 2.8 point dcrease LTEL: 0.4 point increase SWD: 2.1 point increase
5	Student Performance on CAST, measured by % meeting/exceeding standard	5th Grade All: 28% EL: 7.7% LTEL: N/A SWD: N/A 8th Grade All: 15.9% EL: 0% LTEL: N/A SWD: N/A (2022-23)	5th Grade All: 15% EL: 3% LTEL: N/A SWD: N/A 8th Grade All: 33% EL: 0% LTEL: N/A SWD: N/A (2023-24)	5th Grade All: 30.1% EL: 0% SWD: 15.4% 8th Grade All: 24.8% EL: 0% LTEL: 0% SWD: 0% (2024-25)	Meet or exceed state average	5th Grade All: 2.1 point increase EL: 7.7 point decrease SWD: N/A 8th Grade: All: 8.9 point increase EL: no change SWD: n/a
6	% of Students Making Progress towards English Proficiency, as measured by ELPAC (ELPI)	77.1% (2023 Dashboard)	50% (2024 Dashboard)	55% (2025 Dashboard)	Meet or exceed state average	22.1 point decrease
7	EL Reclassification Rate	46% (22-23)	16% (23-24)	26% (24-25)	Meet or exceed state average	20 point decrease
8	Student Performance on Internal State-Verified Data Assessment for Reading	All: 48% EL: 44% SWD: 45% (NWEA MAP, Fall-to-Spring 2023)	All: 63% EL: 59% SWD: 59% (i-Ready, Fall-to-Spring 2024)	All: 49% EL: 39% SWD: 45% (i-Ready, Fall-to-Spring 2025)	50%+ of students meeting growth projections	All: 1 point increase EL: 5 point decrease SWD: no change

9	Student Performance on Internal State-Verified Data Assessment for Math	All: 50% EL: 39% SWD: 44% (NWEA MAP, Fall-to-Spring 2023)	All: 55% EL: 59% SWD: 53% (i-Ready, Fall-to-Spring 2024)	All: 63% EL: 52% SWD: 55% (i-Ready, Fall-to-Spring 2025)	50%+ of students meeting growth projections	All: 13 point increase EL: 13 point increase SWD: 11 point increase

Goal Analysis for 2025-2026

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.

There were no substantive differences between the 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.

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

While our most recent academic data showed declines on the ELA CAASPP, we saw progress for most subgroups in math, an increase in 5th grade CAST performance, an improvement in EL Progress, and an increase in the EL reclassification rate. This data demonstrates that all six actions have been reasonably effective, as described further below:
1. Differentiated Instructional Supports: iReady results have provided key formative data during the school year to support targeted intervention, leading to strong academic progress in math for most student groups.
2. Professional Development: Progress in academic results, though mixed, is evidence of the effectiveness of these efforts.
3. Instructional Leadership and Support Staffing: Our intervention efforts have supported progress on both CAASPP and ELPAC for ELs and SED students.
4. Effective ELD Program: Our ELPI increased from 50% to 44%; EL reclassification rates also improved from 16% to 26%, well above the estimated state average.
5. Additional Investments for Students with Disabilities: Results here were mixed, with progress in math and a decline in ELA.
6. Academic Technology: Student access to technology in the classroom allowed for critical assessment and intervention materials, as well as evidence-based instructional approaches.

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.

We are investing in intervention, bringing on a full-time Tier 3 Intervention Teacher and adding an additional aide.

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.	$91,779.00	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, students with disabilities, and English Learners.	$40,022.00	Yes
3	Instructional Leadership and Support Staffing	LREBG Action EQ4 invests in additional staffing positions (both leadership and direct services) to ensure the academic needs of our low-income students, students with disabilities, 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. LREBG funds will be used to support a Tier 3 Intervention Teacher. Empirical research demonstrates that explicit, intensive, small-group instruction led by a trained specialist significantly accelerates learning recovery for students with persistent foundational skill deficits (Gersten et al., 2020). This specialized role eliminates the barrier of uniform instructional pacing, allowing high-need students to master the micro-skills required to successfully re-engage with core grade-level content. By continuously analyzing diagnostic data to customize daily remediation, the intervention teacher directly drives measurable student progress on standardized benchmarks and schoolwide assessments. Ultimately, this investment stabilizes the school's Multi-Tiered System of Supports (MTSS), effectively narrowing achievement gaps and ensuring equitable academic growth for the most vulnerable students. Metrics being used to monitor this action: 3.1, 3.2, 3.3, 3.4, 3,8, and 3.9 LREBG Funds being used to support this action: $53,798.14 in 2026-27	$536,858.00	Yes
4	Effective ELD Program	EQ4 invests in the growth and success of our English Learners, including the unique needs of our Long-Term 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.	$60,034.00	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.	$36,177.00	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 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.	$178,171.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,706,480.00	$204,652.00

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
39.02%	0.00%	$0.00	39.02%

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	2022-23 51% of English Learners responded favorably to the School Safety portion of the Student Climate Survey, as compared to 49% schoolwide. 37.3% of English Learners were chronically absent, and the growth in absenteeism rates for this group exceeding schoolwide growth. Additionally, 31.2% of low-income students were chronically absent in the last year, compared to 30.9% schoolwide. (Given that 92% of the	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. EQ4'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	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. 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

student body qualifies as low-income, any difference here is significant). 68% of English Learners felt a positive sense of school belonging in the 2023 student climate survey, compared to 66% 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. 2023-24 45% of English Learners responded favorably to the School Safety portion of the Student Climate Survey, as compared to 48% school-wide. 25% of English Learners were chronically absent, and the growth in absenteeism rates for this group exceeds school-wide growth. Additionally, 20.3% of low-income students were chronically absent in the last year, compared to 20.2% school-wide. 38% of English Learners felt a positive sense of school belonging in the 2024 student climate survey, compared to 40% school-wide. 2024-25 44% of ELs reported feeling safe on the school climate survey, compared to 48% schoolwide. Rates of belonging were more closely aligned (44.4% vs. 43.7%). 26.4% of ELs and 21.9% of SED students were	additional student supports and key relationships for these students to cultivate a stronger sense of both physical and psychological safety. Action 4: EQ4'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.	climate survey).

	chronically absent, compared to 21.7% schoolwide.		
Goal 2, Action 4	2022-23 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 47% of teacher respondents felt that "Leaders at my school work hard to retain effective teachers." 56% of teachers responded positively to questions about diversity, equity, and inclusion; 59% responded positively to questions about school leadership. In 2023, the performance of English Learners increased by 32.2 points on the CAASPP English Language Arts exam, as opposed to 21.9 points schoolwide. Performance for low-income students increased by 22.4 points. In math, English Learner performance increased by 25 points, compared to 21.6 points schoolwide. For low-income students, performance increased by 23.2 points. English Learner progress was in Blue for 2023, after performance increased by 33.5%. 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. 2023-24 In the Spring 2024 staff Insight survey, only 35% of teacher respondents felt that "Leaders at my school work hard to retain effective teachers." 59% of teachers responded positively to questions about diversity, equity, and inclusion; 52% responded positively to questions about school leadership.	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.

	In 2024, the performance of English Learners increased by 4.4 points on the CAASPP English Language Arts exam, as opposed to 4.9 points school-wide. Performance for low-income students increased by 5.9 points. In math, English Learner performance increased by 0.8 points, compared decreasing 6.1 points school-wide. For low-income students, performance decreased by 6 points. English Learner progress was in Orange for 2024, after performance was at 50% with a decrease of 27.1%. 2024-25 76% of teachers on the most recent survey stated that they felt safe at school, while 70% felt a sense of belonging. On the ELA CAASPP, only2% of ELs and 7% of LTELs met or exceeded the standard, and the average DFS for ELs was 27 points lower than the overall student DFS. LTEL performance was 65 points lower. Performance for SED students was -34.5 DFS vs -32.8 schoolwide. On the Math CAASPP, ELs and LTELs saw an improvement, while SED students declined. EL DFS remained well below the schoolwide rate (-109.8 vs. -84.8), while LTEL DFS was almost 50 points lower than ELs. SED students maintained a higher DFS of -85.9, but dropped one point from the previous year. The overall ELPI increased from 50% to 55%; for LTELs, the increase was even larger, going up 8.8 points to 70.5%.		
Goal 3, Actions 1, 2, 3, and 6	2022-23 While the percentage of students making progress towards English Language proficiency has increased, and EL student performance is improving, EL subgroup performance in ELA and math continues to lag significantly behind school-wide progress, as seen below. A similar, though smaller, gap is seen for low-income students. ELA CAASPP Performance	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. i-Ready provides adaptive Reading and Math supports for all students before, during and after school.	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.

Schoolwide: -27.6 DFS, 37.8% met or exceeded standard ELs: -62.7 DFS, 10% met or exceeded standard Low-Income Students: -29 DFS, 36.6% met or exceeded standard Math CAASPP Performance Schoolwide: -78.5 DFS, 22% met or exceeded standard ELs: -115.2 DFS, 5% met or exceeded Low-Income: -78.9 DFS, 21.8% 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 2023-24 ELA CAASPP Performance Schoolwide: -22.8 DFS, 43% met or exceeded standard ELs: -58.3 DFS, 8% met or exceeded standard Low-Income Students: -23.1 DFS, 43% met or exceeded standard Math CAASPP Performance Schoolwide: -84.6 DFS, 22% met or exceeded standard ELs: -115.2 DFS, 5% met or exceeded Low-Income: -78.9 DFS, 17% met or exceeded 2024-25 ELA CAASPP Performance All: -32.8 DFS, 36.5% met or exceeded	Studies show that i□Ready Personalized Instruction for ≥ 30–45 minutes per week over at least 18 weeks made significantly larger gains in reading and math, including English Learners, students with disabilities, and economically disadvantaged students 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. 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. The School Culture and Restorative Practices manager will ensure that positive behavior supports and restorative practices celebrate successes, address harm, and repair relationships within the school community. Studies show creating welcoming environments through morning greetings, inclusive cultures, advisory groups, and PBIS shows strong ties to reduced absenteeism and improved student mental health 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.

	EL: -59.8 DFS, 2.2% met or exceeded LTEL: -97.8 DFS, 7.1% met or exceeded SWD: -122.6 DFS, 7.6% met or exceeded Math CAASPP Performance All: -84.8 DFS, 21.6% met or exceeded EL: -109.8 DFS, 2.2% met or exceeded LTEL: -157.2 DFS, 2.4% met or exceeded SWD: -151.3 DFS, 7.7% met or exceeded		

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	2022-23 While our progress on ELPI and reclassification rates has been strong, 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. 2023-24 While our progress on ELPI decreased in 2024, from 77% to 50%, reclassification rates has been strong, as discussed in the actions above, we continue to see the performance of English Learners lag somewhat behind schoolwide performance. 2024-25 ELPI: 55% EL Reclassification Rate: 26%	Equitas' 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 EQ4 to fund direct services to students through our School Psychologist and PE Aide.

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

2026-2027 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 %)
2026-2027	$4,372,900.00	$1,706,480.00	39.02%	0.00%	39.02%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$5,528,949.00	$2,814,683.00	$0.00	$239,532.00	$8,583,164.00	$5,587,780.00	$2,995,384.00

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	$100,737	$188,561	$289,298	$0	$0	$0	$289,298	0.00%
1	2	Safe and Compliant Facility	All	No				ongoing	$246,024	$1,129,479	$1,257,859	$117,644	$0	$0	$1,375,503	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	$1,204,621	$236,413	$885,527	$452,343	$0	$103,164	$1,441,034	0.00%
1	4	Comprehensive After-School Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$234,972	$579,182	$10,804	$803,350	$0	$0	$814,154	0.00%
1	5	Summer Enrichment Program	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	Summer	$0	$41,000	$0	$41,000	$0	$0	$41,000	0.00%
2	1	Standards-Aligned Instructional Materials	All	No				ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	2	Highly Effective Teachers and School Leadership	All	No				ongoing	$2,366,075	$264,022	$2,232,753	$397,344	$0	$0	$2,630,097	0.00%
2	3	Core Special Education Program	Student with Disabilities (SWD)	No				ongoing	$669,803	$190,000	$0	$859,803	$0	$0	$859,803	0.00%

2	4	Network Talent Development & Support	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$179,234	$0	$179,234	$0	$0	$0	$179,234	0.00%
3	1	Differentiated Instructional Supports	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$0	$91,779	$40,522	$38,750	$0	$12,507	$91,779	0.00%
3	2	Professional Development	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$0	$40,022	$39,022	$1,000	$0	$0	$40,022	0.00%
3	3	Instructional Leadership and Support Staffing	All	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	ongoing	$458,815	$78,043	$331,183	$103,449	$0	$102,226	$536,858	0.00%
3	4	Effective ELD Program	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	ongoing	$51,208	$8,826	$42,017	$0	$0	$18,017	$60,034	0.00%
3	5	Additional Investments for Students with Disabilities	Student with Disabilities (SWD)	No				ongoing	$36,177	$0	$32,559	$0	$0	$3,618	$36,177	0.00%
3	6	Academic Technology	All	Yes	Schoolwide	Low Income	All Schools	ongoing	$40,114	$138,057	$178,171	$0	$0	$0	$178,171	0.00%

2026-2027 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
$4,372,900.00	$1,706,480.00	39.02%	0.00% - No Carryover	39.02%	$1,706,480.00	0.00%	39.02%	**Total:**	$1,706,480.00
								LEA-wide Total:	
								Limited Total:	$42,017.00
								Schoolwide Total:	$1,664,463.00

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	$885,527.00	0.00%
1	4	Comprehensive After-School Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,804.00	0.00%
1	5	Summer Enrichment Program	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
2	4	Network Talent Development & Support	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$179,234.00	0.00%
3	1	Differentiated Instructional Supports	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$40,522.00	0.00%
3	2	Professional Development	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$39,022.00	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$331,183.00	0.00%
3	4	Effective ELD Program	Yes	Limited	English learner (EL)	All Schools	$42,017.00	0.00%
3	6	Academic Technology	Yes	Schoolwide	Low Income	All Schools	$178,171.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$7,286,650.00	$7,282,033.00

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	Effective Operations Management	No	$325,802.00	$335,401.00
1	2	Safe and Compliant Facility	No	$1,152,702.00	$1,194,836.00
1	3	Staffing, Training, and	Yes	$1,212,601.00	$1,261,747.00

		Supplies to Support Strong Community			
1	4	Comprehensive After-School Program	Yes	$685,929.00	$635,245.00
1	5	Summer Enrichment Program	Yes	$122,560.00	$104,050.00
2	1	Standards-Aligned Instructional Materials	No	$135,775.00	$90,477.00
2	2	Highly Effective Teachers and School Leadership	No	$2,005,903.00	$2,006,403.00
2	3	Core Special Education Program	No	$611,798.00	$661,513.00
2	4	Network Talent Development & Support	Yes	$163,588.00	$153,378.00
3	1	Differentiated Instructional Supports	Yes	$28,634.00	$143,460.00
3	2	Professional Development	Yes	$64,352.00	$72,156.00
3	3	Instructional Leadership and Support Staffing	Yes	$556,717.00	$557,646.00
3	4	Effective ELD Program	Yes	$18,964.00	$21,016.00
3	5	Additional Investments for Students with Disabilities	No	$0.00	$0.00
3	6	Academic Technology	Yes	$201,325.00	$44,705.00

2025-2026 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)
$1,647,948.00	$1,635,195.00	$1,659,178.00	($23,983.00)	0.00%	0.00%	0.00% - 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	3	Staffing, Training, and Supplies to Support Strong Community	Yes	$914,979.00	$1,015,452.00	0.00%	0.00%
1	4	Comprehensive After-School Program	Yes	$0.00	$0.00	0.00%	0.00%
1	5	Summer Enrichment Program	Yes	$0.00	$0.00	0.00%	0.00%
2	4	Network Talent Development & Support	Yes	$163,588.00	$153,378.00	0.00%	0.00%
3	1	Differentiated Instructional Supports	Yes	$2,500.00	$134,318.00	0.00%	0.00%
3	2	Professional Development	Yes	$2,000.00	$3,092.00	0.00%	0.00%
3	3	Instructional Leadership and Support Staffing	Yes	$348,994.00	$306,359.00	0.00%	0.00%
3	4	Effective ELD Program	Yes	$1,809.00	$1,874.00	0.00%	0.00%
3	6	Academic Technology	Yes	$201,325.00	$44,705.00	0.00%	0.00%

2025-2026 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)
$4,207,812.00	$1,647,948.00	0.00%	39.16%	$1,659,178.00	0.00%	39.43%	$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:	$207,897.00	$13,618.00	$18,017.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Effective Operations Management	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$289,298.00
1	2	Safe and Compliant Facility	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,375,503.00
1	3	Staffing, Training, and Supplies to Support Strong Community	$103,164.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,441,034.00
1	4	Comprehensive After-School Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$814,154.00
1	5	Summer Enrichment Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$41,000.00
2	1	Standards-Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

2	2	Highly Effective Teachers and School Leadership	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,630,097.00
2	3	Core Special Education Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$859,803.00
2	4	Network Talent Development & Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$179,234.00
3	1	Differentiated Instructional Supports	$12,507.00	$0.00	$0.00	$0.00	$0.00	$0.00	$91,779.00
3	2	Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,022.00
3	3	Instructional Leadership and Support Staffing	$92,226.00	$10,000.00	$0.00	$0.00	$0.00	$0.00	$536,858.00
3	4	Effective ELD Program	$0.00	$0.00	$18,017.00	$0.00	$0.00	$0.00	$60,034.00
3	5	Additional Investments for Students with Disabilities	$0.00	$3,618.00	$0.00	$0.00	$0.00	$0.00	$36,177.00
3	6	Academic Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,171.00

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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 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).