



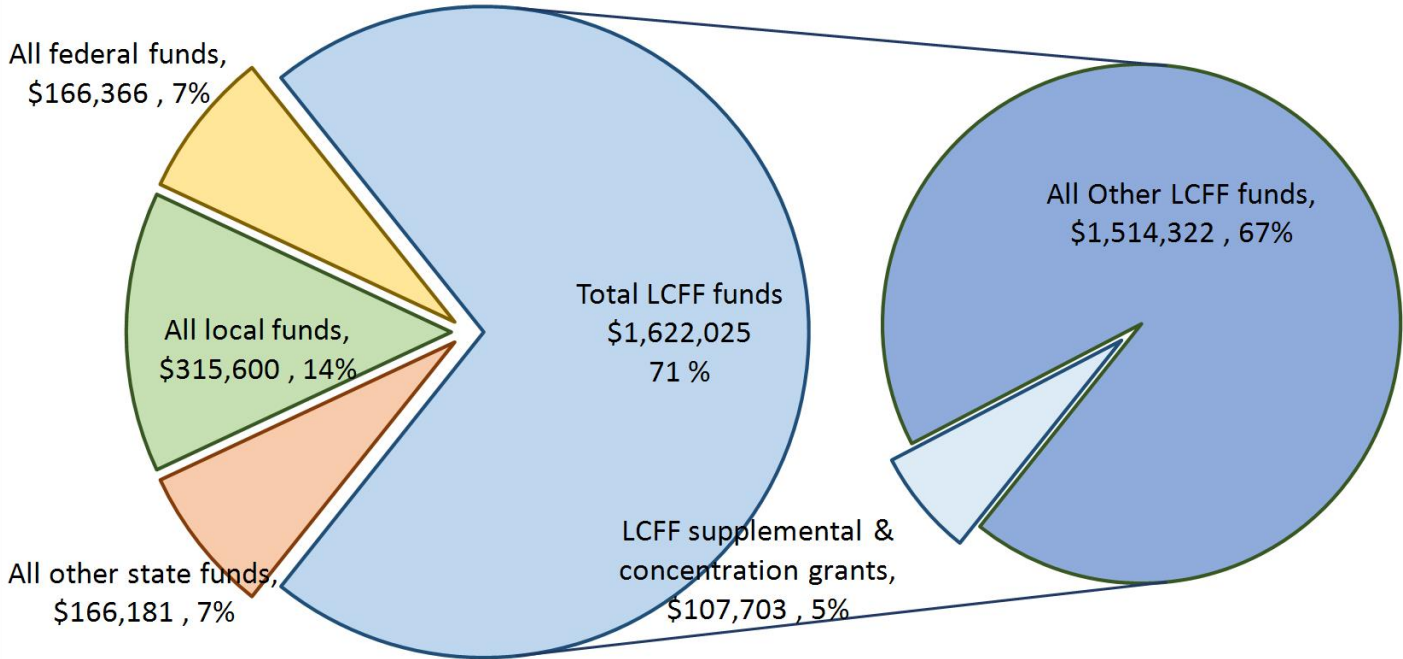
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Career Advancement Charter, Santa Cruz County Office of Education
CDS Code: 44 10447 0136572
School Year: 2023-24
LEA contact information:
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Executive Director
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(831) 466-5680

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

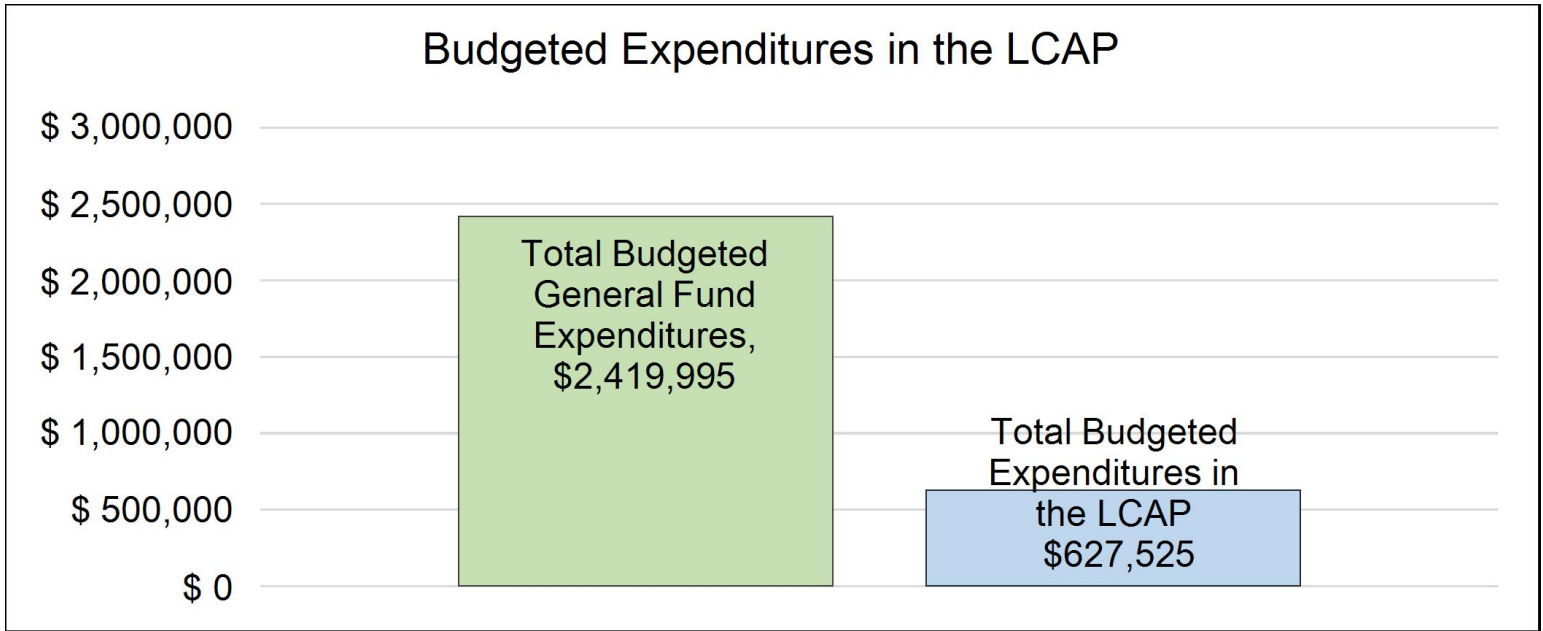


This chart shows the total general purpose revenue Career Advancement Charter, Santa Cruz County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Career Advancement Charter, Santa Cruz County Office of Education is \$2,270,172, of which \$1,622,025. is Local Control Funding Formula (LCFF), \$166,181 is other state funds, \$315,600 is local funds, and \$166,366 is federal funds. Of the \$1,622,025. in LCFF Funds, \$107,703 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 Career Advancement Charter, Santa Cruz County Office of Education plans to spend for 2023-24. 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: Career Advancement Charter, Santa Cruz County Office of Education plans to spend \$2,419,995 for the 2023-24 school year. Of that amount, \$627,524.91 is tied to actions/services in the LCAP and \$1,792,470.0,899,999,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP for the Career Advancement Charter of the Santa Cruz County Office of Education focuses on services for students with high needs, and includes state priorities and the input from our community. The CAC uses other funding sources including: California Adult Education Programs grant, Comprehensive School Improvement funds, and AB 109 Corrections/Probation grant money. These funds are used to support the LCFF goals. The majority of general fund budget expenditures are included in the LCAP, though the expenditures not included do provide many of the services related to grant funding and are reported to the state on an ongoing basis. The CAC administration works closely with the COE Fiscal Department to account for all expenditures.

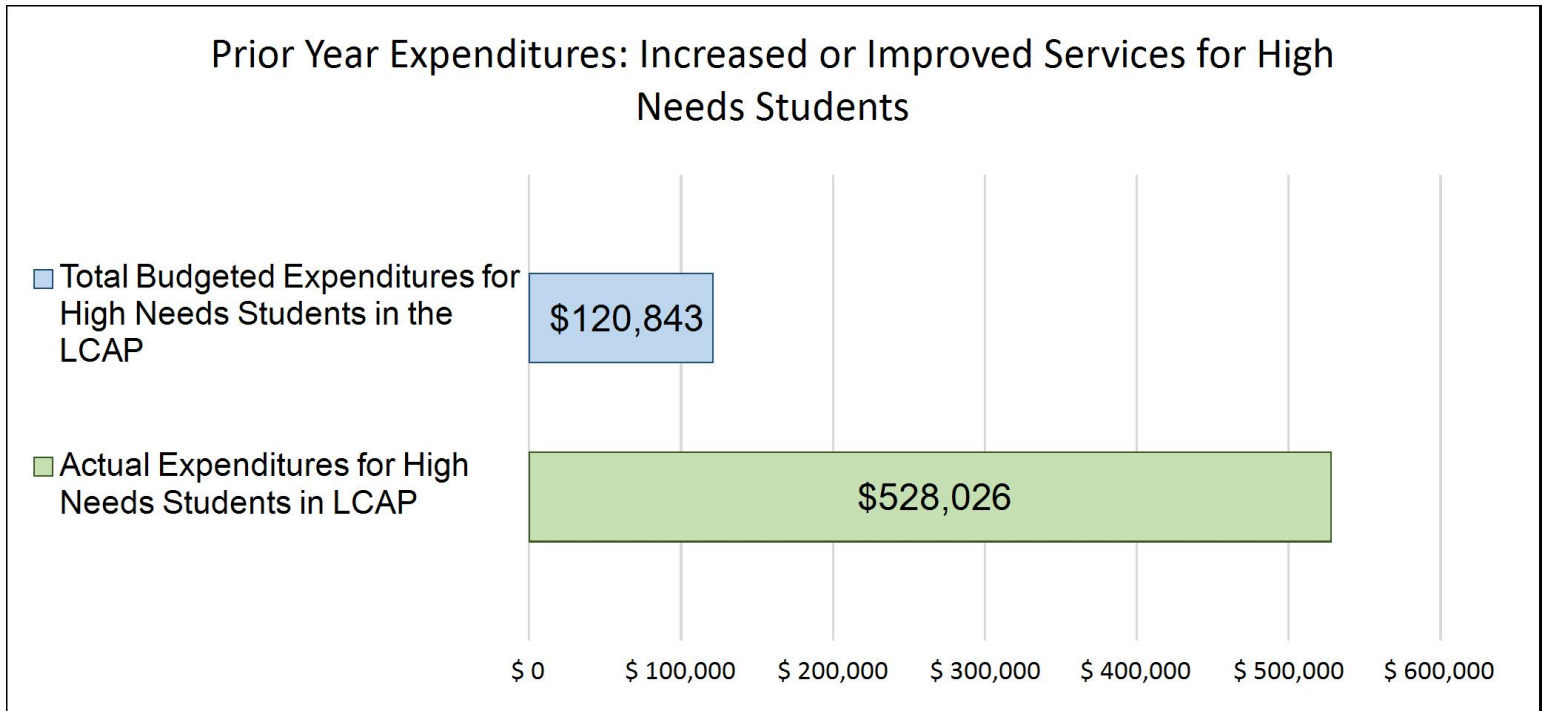
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Career Advancement Charter, Santa Cruz County Office of Education is projecting it will receive \$107,703 based on the enrollment of foster youth, English learner, and low-income students. Career Advancement Charter, Santa Cruz County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Career Advancement Charter, Santa Cruz County Office of Education plans to spend \$369,706.37 towards meeting this requirement, as described in the LCAP.

enrollment of our unduplicated student groups (foster youth, English Learners, and low income students). The CAC describes how we intend to increase and improve services for these students in the LCAP. We are planning to use nearly five times that amount to principally direct services towards the student groups who need the most support. We will continue to pursue grant funding to augment current programming.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Career Advancement Charter, Santa Cruz County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Career Advancement Charter, Santa Cruz County Office of Education 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 2022-23, Career Advancement Charter, Santa Cruz County Office of Education's LCAP budgeted \$120,843.42 for planned actions to increase or improve services for high needs students. Career Advancement Charter, Santa Cruz County Office of Education actually spent \$528,025.59 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$407,182.17 had the following impact on Career Advancement Charter, Santa Cruz County Office of Education's ability to increase or improve services for high needs students:

We were able to allocate more funds to our students needing the most support. These expenditures were used primarily to provide staffing support and direct student support. Additionally, we used LCFF funds to purchase a new ESL curriculum, hire an ESL teacher, and provide a CTE Culinary teacher for our CAC South students. With our WIOA II funds being drastically reduced this year, we used LCFF reserves to maintain a high level of programming for our students.



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
Career Advancement Charter, Santa Cruz County Office of Education	Denise Sanson Executive Director	dsanson@santacruzcoe.org (831) 466-5680

Plan Summary [2023-24]

General Information

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

The Career Advancement Charter (CAC) was authorized as a dependent charter of the Santa Cruz County Office of Education Alternative Program to provide a re-entry high school diploma and career technical education (CTE) opportunities for adult students. The CAC started in the fall of 2017 offering services at three locations; Corrections, the COE, and Sequoia Schools. Currently, the CAC has expanded to serve adult students at six locations countywide, and is seeking to increase capacity to provide students with access to job skills, career exploration, and CTE in the coming year. We are pleased to share that the CAC was granted initial WASC (Western Association of Schools and Colleges) accreditation status in April 2022. This accreditation process was a meaningful experience for our CAC community and is an honorable validation of the work that we do.

The CAC is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences. All services are free and programs are provided in multiple locations within Santa Cruz County.

The CAC has small sites located across the county that include: the Main Jail, the County Office of Education in Santa Cruz, the Rountree Correctional Facility, the Blaine Street Women's Facility (23/24 school year) the Probation Services Center North and South, and Sequoia Schools. Each site employs a small specialized educational team who offers instruction and effective case management to leverage resources to ensure local access for all students.

Most CAC students are enrolled for less than one full academic year before they either complete the diploma, or have to leave temporarily due to other life responsibilities. The majority of CAC students are determined and resilient adults who have not had prior success in high school due to numerous barriers. Many CAC students are parenting and are in need of childcare, are working full-time, and rely on insufficient transportation resources. For these reasons, CAC students prefer the flexibility of an Independent Study instructional format. Students who were surveyed reported that having increased childcare services and meal service on-site would allow them to come to the school more often to access educational supports.

CAC teachers and staff provide ongoing support to keep students focused and on-track to achieve the goal of obtaining a high school diploma. CAC students respond positively to frequent phone calls, texts, individualized coaching, tutoring, small group meetings and bilingual delivery in English and Spanish. Teachers in the correctional facilities work with the Corrections Department to identify students who have not yet obtained a high school diploma and assist them to enroll in our Adult Independent Study program.

Each student meets with their teacher at least once per week for a progress check, instruction and an attendance review. The rate of progress that a student makes each semester varies. On average students earn 5 credits per subject in one semester. Each student's individual graduation plan is outlined in their contract meeting upon orientation and enrollment, and the course load may be adjusted along the way as needed to accommodate the student's job, parenting, and other life responsibilities.

Adult students return to earn their high school diploma or equivalency for many reasons. We have developed an intake process that ensures each student has an opportunity to meet with an intake counselor prior to enrollment to determine their strengths and needs. A careful transcript review is completed for each student to build on the accomplishments already achieved by each individual and identify next steps. Our intake leads are intentional in welcoming our new students, providing a space to set goals and receive support.

Fortunately, we were not affected by school closures this academic school year due to the COVID-19 pandemic. However, we continue to see the effects of the pandemic on our most impacted communities. We have worked closely with our leadership team and safety director to ensure that all protocol and safety guidelines are followed by all staff and students. This past winter many of our students and some staff members were affected by the flooding in Pajaro, CA. Many people were displaced and some lost their housing. We provided basic need support as available and helped with community referrals.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

One of our greatest successes this past academic year is the increase in our pre and post-test of CAC students demonstrated literacy gains in the Comprehensive Adult Student Assessment Systems (CASAS). We were successful in testing implementation and the results clearly indicate that students are improving in the Educational Functional Level (literacy and math) gains, which are vital to success in the school as well as work setting. With intentional collaboration between our Transition Specialist and our instructional staff, we have made great progress in creating a system for pre and post assessment administration.

The CASAS assessment has guided the development of varied instructional approaches to support our adult learners. In support of these approaches, we offer weekly Student Learning Sessions in the evenings. Student Learning Sessions are offered in the following areas: Foundational Math Support, Writing Support, Digital Literacy, Personal Learning Plan Development, and Career Skills. Through our CASAS staff trainings, our teachers and staff have gained the ability to effectively use assessment data to inform instruction and support post-secondary transition efforts.

A programmatic success includes the grand opening of our Probation Success Center in South County, with successful enrollments each month. In addition to adding another site location, we have expanded our program services to include an annual career fair. On April 27th, the CAC hosted its first annual CAC Career Fair. The purpose of the CAC Career Fair is to expose our adult students and alumni to a variety of careers and to allow them the opportunity to connect with professional community members and leaders in these career pathways. This year, 30 career professionals, local organizations, agencies, and educational institutions came together to share advice and information to our students about resources available to assist them as they pursue their career, educational, and personal goals. Dozens of CAC students and community members were in attendance. We look forward to hosting the CAC Career Fair annually.

All sites exceeded enrollment projections throughout the 22-23 school year and maintained strong attendance overall. Ongoing training and support was offered in the areas of: technology support, effective teaching strategies, improving outreach and enrollment, fostering an inclusive school community and building cultural proficiency. CAC staff foster a highly respectful and inclusive school culture, with a focus on academic success and social emotional wellness.

Teachers were able to provide individualized assignments based on transcript needs, providing weekly feedback and new assignments. Learning experiences are designed to meet the needs of all students including those who qualify for special education, language learners, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

This year, we purchased the Ventures ESL curriculum. The ESL Ventures pilot has been successful so far and we have purchased additional materials to expand the curriculum offerings at the Probation Success Centers (North and South). This curriculum is aligned with the CASAS assessment. Teachers are reporting that students are engaged with the material. We have a range of materials available for students from the Basic level to Level 5 (transition support). The online component is user-friendly and engaging. We have offered two sections of ESL at our Sequoia Schools location this school year. Classes have been well attended. Additionally, in partnership with the City of Watsonville Public Library, we offer two Plazas Comunitarias (Spanish literacy) classes each week.

All students who need a computer and/or access to internet connectivity continue to be issued appropriate devices. The CAC has maintained a steady supply of machines to distribute to incoming students as well as to replace devices as needed. In the 22-23 school year, the CAC served 320 students in our school settings as well as in correctional facilities. Of these students, a total of 100 graduated with a high school diploma or earned their high school equivalency.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our graduation rate as reflected on the CA School Dashboard will continue to be an area of identified need. At 30.60% this metric, without context, is concerning. As the CAC is a County Office of Education program, serving individuals from across the county, our students represent both our local districts as well as districts from across the state. Persistence data, measuring students who are continuously enrolled for at least one semester for the 22-23 school year, reflects that 58.12% of CAC students met this goal. It is anticipated that our graduation rate will continue to fluctuate based on how many credits students need upon enrollment.

Community feedback has indicated that we need to improve our outreach efforts. Many of our students find our CAC program through word of mouth. There is a need for a process that is accessible and easy for students to navigate so that they can begin or continue their academic efforts.

Students have expressed the desire for expanded learning opportunities such as tutoring support in core subject areas, increasing CTE class offerings, and availability of career readiness workshops. This year, we made progress by implementing evening learning sessions at our Sequoia school site. Students have the opportunity to participate in a variety of evening classes and workshops every week. Students gain foundational skills in core subject areas, develop career readiness skills, build community with others, and earn credits in a safe and supportive learning environment. Additionally, our CTE Culinary class is well attended, and our instructor has implemented a Gardening component, the ServSafe certification for interested students, and most importantly a healing space for students with a particular emphasis on mothers and new mothers.

Students continue to express a need for expanded childcare services. We have worked with our Maintenance and Operations department to upgrade the facility and will be recruiting an Early Care Teacher and program support for the 23/24 school year.

We were able to continue to offer mental health support directly through an assigned counselor as well as through community referrals. Students asked for support and utilized the services provided throughout the school year. We anticipate that mental health support will be a continued identified need. We will work intentionally to ensure access program-wide and increase the availability of our mental health support team.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP process allows for an opportunity to connect with our stakeholder community in a meaningful way and design a plan that will guide programming. These are our highlights:

Students and staff remain at the forefront of programmatic decisions and innovation as we continue to grow our program. The CAC is student-centered and is committed to ensuring that our students are partners in the schooling process. We are focused on gathering stakeholder input to understand student needs, shape individual school sites, and to better serve the community. A highlight from the LCAP process is the different opportunities that we provided for meaningful collaboration with our stakeholders, particularly with the centering of student voice. This process will promote the development of our CAC Charter Renewal process. As we learn so much from our community stakeholders through the LCAP, we will be able to adjust charter programming to accurately reflect timely input.

We have made great progress in our collaboration efforts with our Adult Education partners in the county aligning data, building capacity as grant partners in both WIOA II and CAEP, collaborating on new program ideas, and sharing resources. While our WIOA II funds are ending this fiscal year, we continue to partner with CAEP and will explore other grant opportunities. Through the shared adult agency use of CASAS testing and Community Pro for case management, we are able to measure and compare student literacy growth, student demographics, academic and career barriers, and successful student transitions. We do acknowledge as a consortia that our data is specific to each agency and the metrics don't accurately capture the impact of the work we are all doing. An emphasis on calibrating our data as well as including qualitative data is something we are discussing as an Adult Education consortia.

Our three main LCAP goals of 2021-2024 center around the effort to increase literacy growth and achievement, remove barriers, and increase access to postsecondary and workforce opportunities. Through continuing to identify predictable patterns of success and areas for growth in our program, we will work to disrupt inequities, in partnership with our students and community stakeholders, and enhance our capacity to serve our community.

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.

The Career Advancement Charter continues to be eligible for comprehensive support and improvement.

Support for Identified Schools

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

The CAC will continue to investigate areas in need of attention, specifically graduation rate. The CSI plan for the CAC has been developed through support with the Santa Cruz COE, CAC staff and student input. Data collection and analysis are critical components of investigating our current graduation rate as well as identifying strategies for improvement. Persistence data will be critical to accurately measure the level of engagement in our adult students, while also understanding that some students will have to pause their studies to give attention to other responsibilities. We are committed to having an open door policy with our students. Our school is designed around the idea of multiple chances. We will continue to work closely with community partners as contributing stakeholders as well.

Monitoring and Evaluating Effectiveness

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

The CAC administration and leadership team will participate in the implementation of actions aligned to specific goals and will monitor and evaluate the effectiveness of the CSI plan. We will use various data sources, including the CA School Dashboard, CASAS data, as well as local data around persistence, attendance, enrollment, and credit accrual. Additionally, we will use established metrics to monitor program efficacy, with a particular focus on postsecondary opportunity data. Ensuring that data is reviewed quarterly will promote program evaluation on a regular basis so that adjustments can be made as needed. The CAC maintains a commitment to the cycle of continuous improvement and will continue to evaluate program efficacy.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout this school year, we have worked intentionally to maintain communication with all stakeholders. Quarterly Student Advisory Committee meetings enabled us to continue meaningful conversation about programming strengths and needs. Students, staff, and community partners were engaged verbally and via survey to discuss how they would like to see the Career Advancement Charter address what works well in the program as well as what areas need improvement. Feedback addressed the barriers students face while attending school, types of classes students would like to attend, learning and support opportunities for students, and additional student commentary on their needs and hopes. Teacher and support staff ideas, with reflection on the student data provided from the survey, were implemented into the development of the plan. The public hearing for the LCAP, Annual Update, and Budget Overview for Parents is held at a public board meeting.

A summary of the feedback provided by specific educational partners.

Beginning in January of 2022 until late May of 2023, we distributed our 2022-2023 LCAP Survey to our currently enrolled students at the Career Advancement Charter. The purpose of the survey was to receive feedback from our students on program satisfaction and areas of improvement. We received 53 responses from our student body.

Key Findings:

99% of survey respondents identify as Hispanic or Latino, and 1% identify as White. While 23% of our students are employed, 55% shared that they are parenting. Additionally, 52 respondents felt they had sufficient access to appropriate course materials. 52 respondents also felt they had the support needed to access core subjects such as English, Science, Math, and Social Studies.

When asked for additional educational opportunities students wished to see, these are some of the responses submitted: Career exploration courses, nursing classes or medical terminology, more programs or opportunities that would assist with medical field transitions in the future. Students also would like an increase in the credit limit, for those who would like to receive their high school diploma sooner.

The CAC held two advisory committee meetings this year. The first being on October 26, 2022, and the second held on March 15, 2023. At the Advisory Committee meetings students also expressed the need for the CAC to do more outreach so that others can learn about our program. Students overwhelmingly expressed gratitude for the CAC program. Students have shared that our program offers hope, students gain confidence, teachers are like family/mentors, and the staff is committed to students. As mentioned above in the identified needs section, student also expressed an interest in specific CTE opportunities that they would like to see, tutoring support, career readiness workshops, and expanded childcare services.

When asked about program satisfaction 80% of students indicated that they strongly agree that staff is dedicated to their academic success and 20% agreed with the statement, indicating that 100% of our students agree or strongly agree that staff is dedicated to their academic success.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In order to increase our capacity of services for our students, the following aspects of the LCAP were directly influenced by stakeholder engagement and input: Transition Support, Instructional Aide Support, professional learning opportunities for staff, childcare services, food distribution services, counseling services, continued collaboration with CTE to increase career technical education opportunities, ESL courses for multilingual learners, and more opportunities for community gatherings in person. We will continue to strengthen our outreach efforts in the upcoming school year.

Goals and Actions

Goal

Goal #	Description
1	<p>Achievement: Students will complete high school (HSD or HSE) with increased Math and English proficiency, improved job skills literacy, and greater post-secondary opportunities, including entry or advancement in the workforce.</p> <p>Areas of focus for this goal include disrupting inequities by:</p> <ul style="list-style-type: none"> • Improving scope of services to be responsive, equity-focused, culturally relevant, and student centered • Implementation of culturally relevant pedagogy • Increasing student achievement as measured by the Comprehensive Adult Student Assessment System (CASAS) • Ensuring all certificated teachers are appropriately assigned and fully credentialed • Increasing instructional and administrative resources • Acknowledging, addressing, and closing the opportunity gap for multilingual students • Providing increased and meaningful opportunities for career exploration and preparation • Increasing access to educational interventions

An explanation of why the LEA has developed this goal.

This goal is critical to our commitment to disrupting equities for adults students re-entering the school setting. As we are a countywide program, our students represent various systems that were not able to support them in their success. Improving student literacy expands student access to job training, workforce and higher education opportunities. Adult learners need specific supports that acknowledge their life experiences as well as the many real life responsibilities, including work, family, and school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate	24.7%	43.2%	30.60%		28%
Post Secondary Transition Rate	5.3%	26.80%	31%		25%
CASAS EFL (Educational Functioning Level) gains	55%	62%	52%		75%
% of students earning 45 credits or more per year	15.59%	18.45%	19.06%		25%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	CASAS (Comprehensive Adult Student Assessment System) Management	Continue implementation of CASAS, develop and increase communication regarding the importance of testing, evaluate student growth and incorporate into the program improvement process	\$8,862.95	No
1.2	Bilingual Instructional Support .5 FTE	Provide a bilingual instructional aide available for CAC students to expand educational interventions and support, including one to one tutoring	\$42,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	ESL Teacher .5 FTE	Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	\$25,000.00	Yes
1.4	Bilingual Senior Director; Programs Administrator 1.0 FTE	Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	\$20,768.26	No
1.5	Hire Bilingual 1.0 FTE Teacher for CAC programs	Retain current staffing and increase teacher by 1.0 FTE program-wide	\$100,000.00	No
1.6	Bilingual Community Organizer	Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc.	\$125,000.00	Yes
1.7	Instructional Materials	Purchase instructional materials for use in Corrections and ESL courses	\$3,500.00	Yes
1.8	Learning Center facilities for adult students	Provide a space in North and South county for adult students to access instructional support, technological tools	\$5,000.00	No
1.9	Professional Staff Learning	Engage staff in dialogue specifically about race and equity to promote an intentional approach to disrupting inequities for adult students	\$7,500.00	No

Goal Analysis [2022-23]

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

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

This goal aligned many of our continuous improvement efforts. There are no substantive differences in planned actions and actual implementation of these actions.

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

For action 1.9 we did not contract with an outside consultant as planned. However, we provided collaborative professional learning opportunities for the CAC staff. No other material differences are noted.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions aligned with Goal 1 have supported our efforts in making progress toward the goal of student achievement.

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

Action 1.1 This year was our best participation year for administering the CASAS test. We were able to test more students this year than ever before. Using the data to inform instructional approaches as well as aligning direct intervention efforts has been beneficial. Administering the CASAS in our correctional facilities continues to be an area of improvement.

Action 1.2 We have maintained this position as it is important to overall success of our students and program. The IA participates in ongoing staff development and planning.

Action 1.3 We did provide two sections of ESL this school year. The sections were well attended. We purchased new ESL materials at the semester and are in the process of evaluating the effectiveness of this curriculum.

Action 1.4 The bilingual program administrator continues to being a critical part of making progress in program-wide goals.

Action 1.5 We have maintained the addition of one bilingual Independent Study, added a second part time person at our Probation Success Center in South County, and are in the process of hiring another teacher to serve students countywide.

Action 1.6 We have maintained the Bilingual Community Organizer position as it is an essential role for our CAC program. This position will continue.

Action 1.7 Our focus this year in terms of instructional materials has been on providing ESL materials for our adult learners. This curriculum is aligned with the CASAS assessment and is being used by many of our teachers with reported ease and success.

Action 1.8 The Learning Center continues to be a highly utilized space for both staff and students. We intend to continue using this model so that students have access to support, materials, and instructional staff throughout the week. It should be noted that as we continue to grow we will need to identify additional spaces to support student interaction and learning.

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.

Goals and Actions

Goal

Goal #	Description
2	<p>Students will be supported holistically to remove barriers, increase opportunities, and develop various skills to be prepared for transitioning to post-secondary opportunities, including entry or advancement in the workforce.</p> <p>Areas of focus for this goal include disrupting inequities by:</p> <ul style="list-style-type: none"> • Increasing access to postsecondary opportunities, including entry or advancement in the workforce • Increasing student access to employment skills through Career and Technical Education courses • Providing opportunities for hands-on learning as students progress through CTE skill growth units • Ensuring that all CTE teachers are appropriately assigned and credentialed

An explanation of why the LEA has developed this goal.

There is a critical need for direct support for our adult re-entry students in the following areas: connecting to community resources, including employment and employment readiness, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face. Providing direct support to students with career technical education experiences, job searching, resume writing, interview preparation, post-secondary opportunities including FAFSA completion, community college registration and enrollment, and career counseling will allow for the removal of barriers so that students can continue with their high school diploma completion and beyond. We intend to focus on student transitions in and out of the Career Advancement Charter for our general student population and amongst specified targeted populations within our program such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students so that we can identify gaps in community resources. Providing integrated student support universally, through targeted populations and for the individual, allows us to grow and strengthen our program so that we can best provide for the whole student and so they may have an engaging learning experience and transition successfully beyond their high school diploma.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE course attendance	13.6%	2.5%	2.1%		50%
CTE Certificate Attainment	0% TBD in 21-22	0%	1%		60%
All CTE teachers appropriately assigned and credentialed	100%	100%	100%		100%
Successful postsecondary opportunity placement	3%	13.83%	16.6%		25%
Career and Transition Services (CASAS)	27%	33%	32.8%		70%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Instruction 0.7 FTE	Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building	\$58,679.15	No
2.2	Mental Health Counseling	Work with Encompass Community Services to provide mental health counseling and support	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Hire Project Specialists: focus on transition support	In response to the challenges brought forth by the COVID-19 pandemic, there is a need for direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face	\$180,000.00	Yes
2.4	Increase CTE programming for Adult Students	Work directly with the Workforce Development Board and the County Office of Education to expand course offerings to adult students, with a particular emphasis on Medical and Dental Assisting as well as Construction Skills Certification	\$20,768.26	No
2.5	Provide childcare services	Provide afternoon and evening childcare services at the Sequoia Schools campus so that students are able to participate in educational, prosocial, and counseling opportunities	\$34,010.65	No
2.6	Provide healthy food options	Students will access warm meals on a daily basis at the CAC while at the Sequoia Schools campus	\$7,500.00	Yes

Goal Analysis [2022-23]

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

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

This goal is focused on providing integrated support for all students so that they are able to earn a high school diploma and pursue post-secondary opportunities in the future. Most of the actions listed above were implemented though we made some adjustments due to staffing challenges and program need.

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.

Our calculations for the cost of the actions aligned to this goal were very close to what we planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 2.1 We maintained our CTE Culinary teacher at 40% FTE. However, we did not replace the Construction Technology teacher. We do offer a free cost CTE Building Trades Pre-Apprenticeship program at our central office location and all CAC students are able to participate.

Action 2.2 We did not contract with an outside agency this year due to the challenges encountered the previous school year. Instead, we were able to provide counseling services through an onsite COE counselor who provided direct service as well as connected students to community resources. This approach was significantly more effective based on student and staff feedback.

Action 2.3 We have maintained the position of Bilingual Transition Specialist. This role has developed into a dynamic and integral part of the services offered through our program. With a focus on direct service, community collaboration, and assessment support the Transition Specialist has been very effective in supporting our overall program goals. We have decided to recruit and are in the process of hiring a second Bilingual Transition Specialist to focus on our students in corrections and on Adult Probation.

Action 2.4 We continued to collaborate with the Workforce Development Board to provide three Building Trades Pre-Apprenticeship cohorts, two of which were available to CAC students. This program may lead to Union Apprenticeships, employment with local industry partners, or continued education at Cabrillo College. Additionally, we have advertised our Medical and Dental Assisting Program to our CAC students, waiving the HSD requirement for eligible students. These CTE options will continue to be available. Additionally, we piloted an online certification program, Certiport, with initial feedback from staff indicating that the program was user friendly and that students were engaged. We will purchase licenses for the upcoming school year and concentrate on offering certification in a wide range of stackable credentials to support students in both their educational as well as employment paths.

Action 2.5 The CAC did provide childcare services in the afternoons and early evenings. We will continue to offer free childcare services in the upcoming school year and hope to extend the hours of availability.

Action 2.6 We did provide healthy food options for our CAC students. The Culinary Class students were additionally able to provide different meal options for our students. We will continue to prioritize the importance of offering healthy food options.

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

We will not make any substantive changes to the planned goal or actions for the coming year. Our only changes are additive, adding a Bilingual Transition Specialist, expanded childcare offerings, and the new Certiport pilot.

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.

Goals and Actions

Goal

Goal #	Description
3	<p>The CAC will increase access and capacity to serve students through community engagement and outreach with a focus on partnerships, sustainability, and centering student voice.</p> <p>Areas of focus for this goal include disrupting inequities by:</p> <ul style="list-style-type: none"> • Maintaining services across the county, including Corrections, Probation Services Center, Veteran's Hall Santa Cruz and Watsonville • Expanding services to students at the Encinal Street, North County location • Continued development of the intake process to document student need and streamline referrals for services • Work closely with other County Office of Education departments, specifically Alternative Education, to offer HSD/HSE services to interested students • Work with community partners for student outreach • Offer authentic opportunities for student input and decision making

An explanation of why the LEA has developed this goal.

The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortia member with our Adult Education partners at the Community College, the Workforce Development Board, and local school districts. Our commitment is to meeting student needs, outreach and engagement, expanding program offerings, and a continued commitment to designing programming that works for our adult learners with a focus on relationship building, resource connections, culturally responsive, diverse opportunities for students, and meeting them wherever they are on their educational journey. Utilizing a case management model to provide wraparound services, we will identify and develop new opportunities for students to transition from ABE/HSE to post-secondary opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average student enrollment	132	271	320		200
Average daily attendance	115	131	137		175
Persistence Data	37%	58.67%	58.12%		60%
Student Survey Data Program Satisfaction: % of students who strongly agree that staff is dedicated to student academic success	84.6%	99%	100%		94%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand CAC Services	HSD and HSE services will be provided at Corrections, Probation Service Center, Veteran's Hall Santa Cruz, Veteran's Hall Watsonville as well as a continued commitment to be responsive to other interested community partners	\$70,843.42	Yes
3.2	Student Intake Process	Bilingual staff to complete student intakes in person, via Zoom, and over the phone to welcome new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	\$15,000.00	No
3.3	Community Referral System	Utilize Community Pro to make appropriate referrals to postsecondary opportunities	\$8,862.95	No

Action #	Title	Description	Total Funds	Contributing
3.4	Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning)	Work closely with adult education community partners on the CAEP and WIOA II grants, strategize with new and long-time partners to create new programming and program pathways, connections, referrals, data and general collaboration	\$20,768.26	No
3.5	Student Outreach	Promote CAC program across the county to encourage more adult students to complete HSD or HSE	\$12,997.53	No
3.6	Identify Eligible WIOA training	Work with the Workforce Development Board to identify and promote eligible training provider list and federal funding for scholarships	\$8,862.95	Yes
3.7	Career Development Focus	Professional development for staff around career development, offer quarterly job fair and postsecondary opportunities	\$10,000.00	No

Goal Analysis [2022-23]

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

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

This goal demonstrates our commitment to meeting student needs, increased outreach and engagement, expanding program offerings, and a continued effort to design programming that works for our adult learners with a focus on relationship building, resource connections, culturally responsive, diverse opportunities for students, and meeting them where they are on their personal and educational journey. We successfully implemented the aforementioned actions and have been able to successfully add additional components to supplement the efforts. Our professional learning time shifted to a self-directed collaborative Professional Learning Community that included certificated and classified staff. We hosted our first Career Fair in April and plan to host the event each semester going forward.

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.

The only planned expenditure not spent was for additional intake support (3.2). This is due to an increased role of our Transition Specialist and Community Organizer in the intake process.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 3.1 Our enrollment continues to grow in the CAC. This year we provided HSD/HSE programming at the Probation Success Center in South County, a brand new facility offering wraparound services to adult students on probation. We have served over 25 students at this location this year. We offered our BTPA program at the Rountree Correctional Facility, serving 3 CAC students in total. The Blaine Street Facility is set to open at the end of May after being closed for some time, and we will offer CAC services there again.

Action 3.2 The student intake process is one of the strongest parts of our CAC program. We worked diligently this year to create a team to drive this process, leaving more time for the instructional staff to focus on teaching their students. The intake now includes the CASAS assessment, a writing sample, a transcript analysis, and ?

Action 3.3 Community Pro is the shared platform for our Adult Education consortium. We continue to make progress in learning the database so that we can make appropriate referrals for students transitioning either to postsecondary programming or from our partner agencies to us.

Action 3.4 Our ongoing partnership with GOAL/CAEP consortium gives us the opportunity to strategize, share best practice, identify ways to supplement programming, and identify gaps. This year in particular we have been focused on sharing data and using metrics that best represent the individual agencies.

Action 3.5 Students have expressed the desire for expanded learning opportunities such as tutoring support in core subject areas, increasing CTE class offerings, and career readiness workshops. This year, we made progress by implementing evening learning sessions at our Sequoia school site. Students have the opportunity to participate in a variety of evening classes and workshops every week. Students gain foundational skills in core subject areas, develop career readiness skills, build community with others, and earn credits in a safe and supportive learning environment. Additionally, our CTE Culinary class has seen immense success, and our instructor has implemented a Gardening component. We have also made progress with our social media presence. Networking with transition specialists from our partner agencies has also benefited our outreach efforts.

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

There are no planned changes to the goal, metric, or desired outcomes.

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.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
107,703	

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
6.64%	0.00%	\$0.00	6.64%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Transition Specialist (2) - Direct support program-wide for our adult re-entry students in the following areas: connecting to community resources, including employment, medical services, mental health services, financial assistance, housing, childcare, and other barriers that our adult re-entry students face.

Bilingual Instructional Aide - Provide direct, increased, and improved services to students with high needs. Instructional support staff will work closely with teaching staff to work with students individually to provide meaningful learning opportunities.

Food Support - Provide meals to low SES students utilizing the Sequoia CTE Culinary course, principally directed at our socioeconomically disadvantaged students.

Bilingual Community Organizer - Improve scope of service for students at all school sites, including implementation of career exploration learning, college counseling and registration, financial aid, job literacy growth assessments, outreach, registration, enrollment, data analysis, curriculum support, etc. This position will benefit students program-wide while maintaining a particular focus on our students with greatest need.

ESL - .2 FTE Instructor

Multilingual Students will benefit from direct language instruction in a culturally responsive and respectful environment, with a focus on Level 1 and 2 language acquisition to assist students in developing skills to be prepared for transitioning to post-secondary opportunities, including entry or advancement in the workforce.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The CAC serves adult students, many of whom have not been in an educational setting for a number of years. Though many are employed, they are often challenged by socioeconomic hardship, language barriers, and personal responsibilities to family and others. The actions that the CAC has determined will serve our students program wide will serve individuals specifically in the student groups of: socioeconomically disadvantaged, English language learners, and adult foster youth (extended foster care) students. Student need is determined by carefully examining multiple data points and intentionally identifying the disparities that exist. The specific actions designed to directly support our most underserved students represent a strategic approach to most impactfully reach our community.

The Career Advancement Charter will receive \$107,703 in Supplemental funding under the LCFF. We provide a number of services to increase and improve services for all students and will provide actions to specifically meet the needs of our underserved students. The identified actions and services in this document are intended to increase and improve services for our students with the most need in a holistic and equitable approach.

These specific actions represent an increase and improvement of services greater than 5.68%

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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$627,524.91	\$22,362.95		\$146,536.52	\$796,424.38	\$762,924.38	\$33,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	CASAS (Comprehensive Adult Student Assessment System) Management	All		\$8,862.95			\$8,862.95
1	1.2	Bilingual Instructional Support .5 FTE	English Learners Foster Youth Low Income	\$42,500.00				\$42,500.00
1	1.3	ESL Teacher .5 FTE	English Learners	\$25,000.00				\$25,000.00
1	1.4	Bilingual Senior Director; Programs Administrator 1.0 FTE	All				\$20,768.26	\$20,768.26
1	1.5	Hire Bilingual 1.0 FTE Teacher for CAC programs	All	\$100,000.00				\$100,000.00
1	1.6	Bilingual Community Organizer	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
1	1.7	Instructional Materials	English Learners		\$3,500.00			\$3,500.00
1	1.8	Learning Center facilities for adult students	All	\$5,000.00				\$5,000.00
1	1.9	Professional Staff Learning	All	\$7,500.00				\$7,500.00
2	2.1	CTE Instruction 0.7 FTE	All	\$58,679.15				\$58,679.15
2	2.2	Mental Health Counseling	All		\$10,000.00			\$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Hire Project Specialists: focus on transition support	English Learners Foster Youth Low Income	\$90,000.00			\$90,000.00	\$180,000.00
2	2.4	Increase CTE programming for Adult Students	All	\$20,768.26				\$20,768.26
2	2.5	Provide childcare services	All	\$34,010.65				\$34,010.65
2	2.6	Provide healthy food options	English Learners Foster Youth Low Income	\$7,500.00				\$7,500.00
3	3.1	Expand CAC Services	Low Income	\$70,843.42				\$70,843.42
3	3.2	Student Intake Process	All				\$15,000.00	\$15,000.00
3	3.3	Community Referral System	All	\$8,862.95				\$8,862.95
3	3.4	Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning)	All				\$20,768.26	\$20,768.26
3	3.5	Student Outreach	All	\$12,997.53				\$12,997.53
3	3.6	Identify Eligible WIOA training	Low Income	\$8,862.95				\$8,862.95
3	3.7	Career Development Focus	All	\$10,000.00				\$10,000.00

2023-24 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
1,622,025	107,703	6.64%	0.00%	6.64%	\$369,706.37	0.00%	22.79 %	Total:	\$369,706.37
								LEA-wide Total:	\$70,843.42
								Limited Total:	\$0.00
								Schoolwide Total:	\$298,862.95

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	1.2	Bilingual Instructional Support .5 FTE	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	
1	1.3	ESL Teacher .5 FTE	Yes	Schoolwide	English Learners	All Schools	\$25,000.00	
1	1.6	Bilingual Community Organizer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.7	Instructional Materials	Yes	LEA-wide	English Learners	All Schools		
2	2.3	Hire Project Specialists: focus on transition support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
2	2.6	Provide healthy food options	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sequoia	\$7,500.00	
3	3.1	Expand CAC Services	Yes	LEA-wide	Low Income	All Schools Specific Schools:	\$70,843.42	

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 (%)
						Corrections Probation Service Center Veteran's Hall Shelters		
3	3.6	Identify Eligible WIOA training	Yes	Schoolwide	Low Income	All Schools	\$8,862.95	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$706,424.38	\$878,803.27

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	1.1	CASAS (Comprehensive Adult Student Assessment System) Management	No	\$8,862.95	9,946.39
1	1.2	Bilingual Instructional Support .5 FTE	Yes	\$42,500.00	26,273
1	1.3	ESL Teacher .5 FTE	Yes	\$25,000.00	17,870
1	1.4	Bilingual Senior Director; Programs Administrator 1.0 FTE	No	\$20,768.26	20,043.07
1	1.5	Hire Bilingual 1.0 FTE Teacher for CAC programs	No	\$100,000.00	147,882.
1	1.6	Bilingual Community Organizer	Yes	\$125,000.00	151,176.
1	1.7	Instructional Materials	Yes	\$3,500.00	34,176.
1	1.8	Learning Center facilities for adult students	No	\$5,000.00	6,672.
1	1.9	Professional Staff Learning	No	\$7,500.00	0
2	2.1	CTE Instruction 0.7 FTE	No	\$58,679.15	46,836.75

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)
2	2.2	Mental Health Counseling	No	\$10,000.00	14,494.
2	2.3	Hire Project Specialist: focus on transition support	Yes	\$90,000.00	73,498.
2	2.4	Increase CTE programming for Adult Students	No	\$20,768.26	19,453.
2	2.5	Provide childcare services	No	\$34,010.65	31,984.21
2	2.6	Provide healthy food options	Yes	\$7,500.00	2,879.
3	3.1	Expand CAC Services	Yes	\$70,843.42	212,207.20
3	3.2	Student Intake Process	No	\$15,000.00	0
3	3.3	Community Referral System	No	\$8,862.95	9,946.39
3	3.4	Partnership in the adult education consortium of Santa Cruz (Greater Opportunities for Adult Learning)	No	\$20,768.26	19,453.57
3	3.5	Student Outreach	No	\$12,997.53	16,797.30
3	3.6	Identify Eligible WIOA training	Yes	\$8,862.95	9,946.39
3	3.7	Career Development Focus	No	\$10,000.00	7,269.

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
111,583	\$120,843.42	\$528,025.59	(\$407,182.17)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Bilingual Instructional Support .5 FTE	Yes	\$42,500.00	26273.		
1	1.3	ESL Teacher .5 FTE	Yes		17870.		
1	1.6	Bilingual Community Organizer	Yes		151,176.		
1	1.7	Instructional Materials	Yes		34,176.		
2	2.3	Hire Project Specialist: focus on transition support	Yes		73,498.		
2	2.6	Provide healthy food options	Yes	\$7,500.00	2,879.		
3	3.1	Expand CAC Services	Yes	\$70,843.42	212,207.20		
3	3.6	Identify Eligible WIOA training	Yes		9,946.39		

2022-23 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)
1,530,855	111,583	15.50%	22.79%	\$528,025.59	0.00%	34.49%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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