



# 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: 2025-26

LEA contact information:

Denise Guerra-Sanson

Executive Director

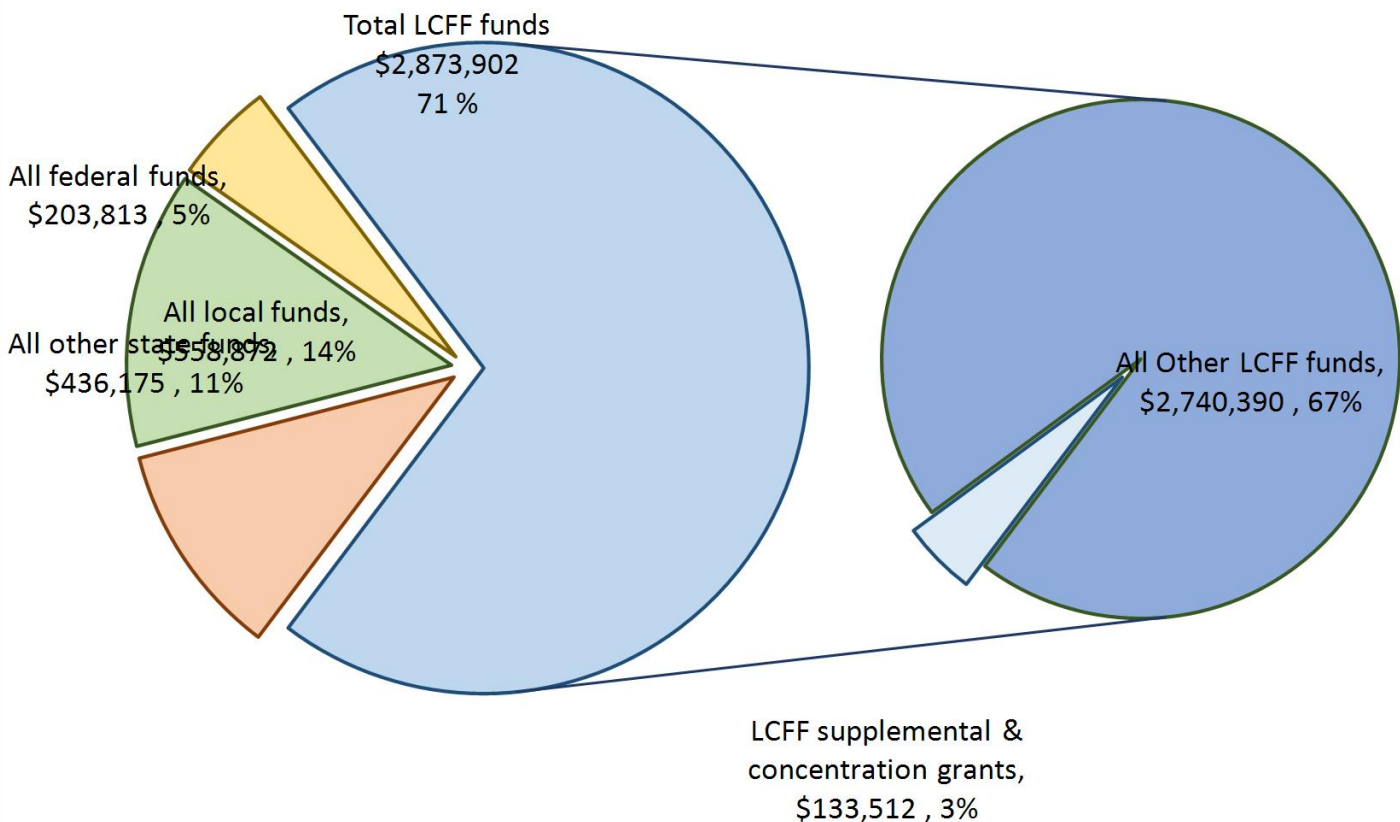
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2025-26 School Year

### Projected Revenue by Fund Source

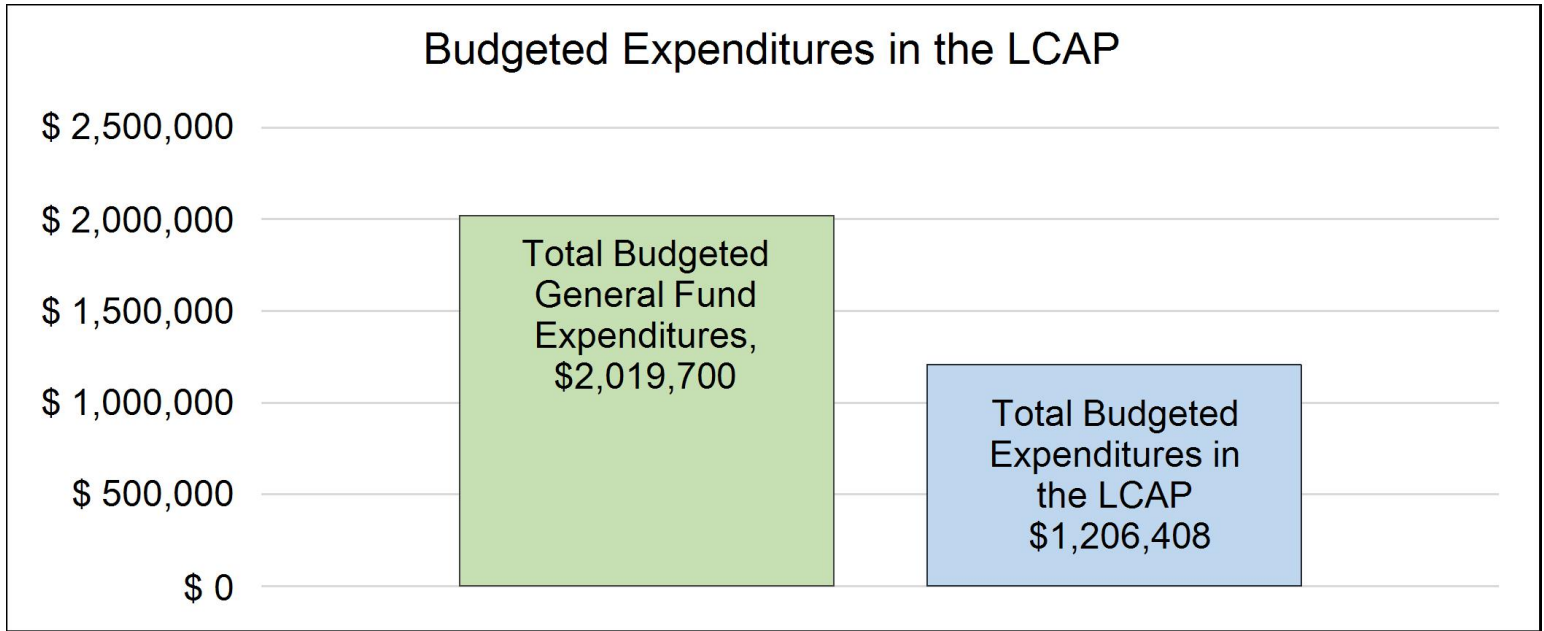


This chart shows the total general purpose revenue Career Advancement Charter, Santa Cruz County Office of Education expects to receive in the coming year from all sources.

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 \$4,072,762, of which \$2,873,902.00 is Local Control Funding Formula (LCFF), \$436,175.00 is other state funds, \$558,872.00 is local funds, and \$203,813.00 is federal funds. Of the \$2,873,902.00 in LCFF Funds, \$133,512.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Career Advancement Charter, Santa Cruz County Office of Education plans to spend for 2025-26. 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 \$2,019,700.03 for the 2025-26 school year. Of that amount, \$1,206,408 is tied to actions/services in the LCAP and \$813,292.03 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Career Advancement Charter’s LCAP, developed with community input and aligned with state priorities, is centered on supporting students with the highest needs. While the majority of general fund expenditures are reflected in the LCAP, some expenditures are excluded because they are tied to specific grant-funded initiatives outside of the LCFF framework. CAC leverages additional funding sources, including the California Adult Education Program (CAEP) grant, Comprehensive School Improvement (CSI) funds, and AB 109 Corrections/Probation funding, to further support the LCAP goals and expand services for students. These expenditures are tracked and reported separately in accordance with state requirements. CAC administration collaborates closely with the Santa Cruz COE Fiscal Department to ensure all funds are properly accounted for and aligned with program goals.

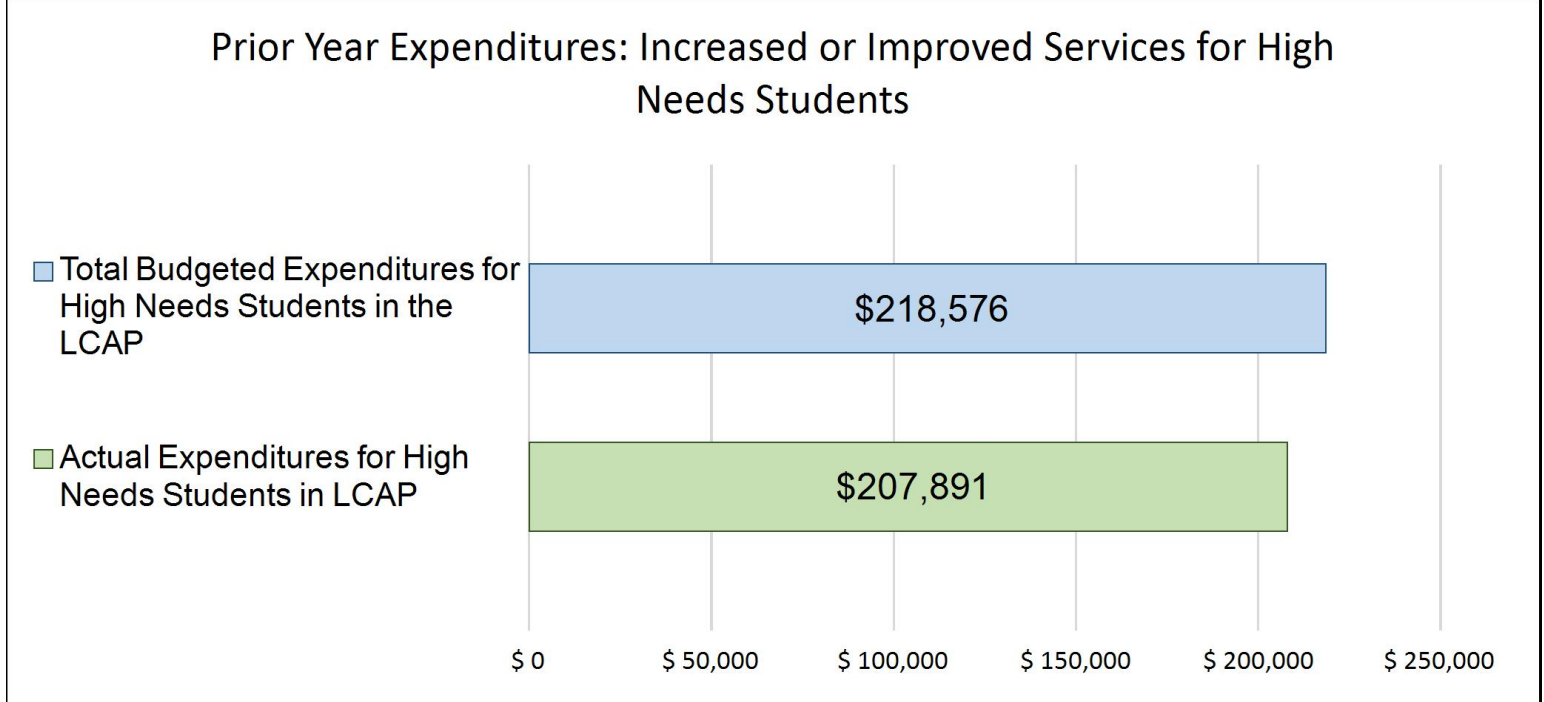
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Career Advancement Charter, Santa Cruz County Office of Education is projecting it will receive \$133,512.00 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 \$218,576 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Career Advancement Charter, Santa Cruz County Office of Education's LCAP budgeted \$218,576. for planned actions to increase or improve services for high needs students. Career Advancement Charter, Santa Cruz County Office of Education actually spent \$207,891 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$10,685 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:

Although the total actual expenditures for 2024–25 were less than originally budgeted, Career Advancement Charter was still able to implement key actions to increase or improve services for high needs students. We had originally planned to hire 2 bilingual instructional aides but were only able to hire one. The difference in spending did not significantly impact the overall delivery of services. Students benefited from increased multilingual support, the introduction of cohort-style classes designed to improve new student retention, access to instructional materials in both English and Spanish, and the addition of direct support staff. These targeted efforts ensured that the intent of the planned actions was achieved, even with adjusted expenditures.



# 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 Guerra-Sanson Executive Director	dsanson@santacruzcoe.org (831) 466-5680

## Plan Summary [2025-26]

### General Information

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

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 seven locations countywide, and is seeking to increase capacity to provide students with access to job skills literacy, career exploration, and CTE opportunities 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.

Santa Cruz County is located on the central coast of California at the northern part of Monterey Bay. Geographically, Santa Cruz County is the second smallest county in the state. The county encompasses the small northern community of Davenport to the city of Watsonville in the Pajaro Valley at the southernmost part.

We believe that the educational success of our adult students is dependent upon quality and innovative instructional programs, removing barriers of access to education and career, and active community engagement. Our programs are student-centered and adapt to meet individual needs. We value personal and professional development. Staff works collaboratively to facilitate a robust learning environment and shape programming to reflect current community needs.

This 24/25 school year the CAC participated in a WASC self-study review, gaining valuable insight from the collaborative process. The accreditation process reflects our dedication to meeting educational standards and ensuring the success of our graduates, preparing them for their post-secondary pursuits. The accreditation affirms our dedication to continuous improvement and excellence in education. We remain committed to upholding WASC standards and further enhancing student success.

The Career Advancement Charter school-wide learner outcomes include:

**Engage:** The Career Advancement Charter (CAC) equips students with a comprehensive set of skills and knowledge while acknowledging their ability to learn from personal strengths and mistakes to foster their academic and career development.

**Empower:** Career Advancement Charter (CAC) empowers students with a sense of confidence, high self-esteem, and belonging as part of a supportive community.

**Expand:** The Career Advancement Charter (CAC) equips its students with a versatile set of life skills to empower them for future success and support their continued growth.

CAC seeks to graduate students who are ready to take on new opportunities in post-secondary and career opportunities. Therefore, we strive for our learners to be; effective problem solvers who examine information in a variety of ways, critical and creative thinkers who analyze information and apply knowledge to solve problems, and effective communicators who demonstrate skills through reading, writing, speaking, listening and presenting. Our students are resilient individuals who find a balance between their personal well-being and academic success by asking for support, being active in the community, and developing an awareness of their own social/emotional needs. They are leaders in their communities who have agency to advocate for themselves and their families.

The CAC is a non-classroom based 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 relationship-focused, innovative and welcoming learning experiences. All services are free and programs are provided at 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 Probation Services Center North and South, and Sequoia Schools. We have secured a new facility in downtown Watsonville, which will enable us to meet the demand of the adult student community. Each site provides a small specialized educational team who offers instruction and effective case management to connect resources and 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 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.

CAC teachers and staff communicate regularly with students. Students are encouraged to remain focused, on-track and to persist with the goal of obtaining a high school diploma, despite the numerous challenges that our adult learners face. 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 orientation 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 encourage them. Students complete a questionnaire, provide a short writing sample, and complete the CASAS assessment before meeting their instructor. This information is valuable to the instructional team in planning their relational and curricular approach. We are an innovative and focused team committed to serving adult learners in Santa Cruz County.

## Reflections: Annual Performance

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

The California School Dashboard is an online tool designed to provide students, caregivers, educators, and the public with a comprehensive view of school and district performance across various metrics. When reviewing the California Dashboard metrics, CAC is rated blue for suspension rate, indicating strong performance in this area, but red for graduation rate and college and career readiness, signaling significant areas for improvement. The California School Dashboard is not a fully appropriate or effective tool for evaluating non-classroom-based (NCB) charter schools that serve adult learners, such as the CAC. Designed primarily for traditional TK–12 classroom settings, the Dashboard relies on metrics that don't always align with the goals or realities of adult education. For instance, measures like chronic absenteeism and suspension rates are not particularly meaningful in flexible, independent study models where adults may be balancing school with work, caregiving, or other responsibilities. Similarly, indicators like graduation rate or college and career readiness are based on cohort models and traditional high school pathways, which may not reflect the diverse reasons adult students enroll—such as earning a GED, completing specific credits, gaining job skills, or improving English literacy. However, while the CAC does utilize alternate metrics, the CAC student data as measured by the California School Dashboard necessitates a clear plan for improvement in the specific areas of Graduation Rate and College and Career Readiness.

### Improving Graduation Rate:

The CAC Graduation rate for 2024 is 29.2% on the California School Dashboard. To improve graduation rates, the CAC implements a proactive academic support system that includes individualized learning plans, regular progress monitoring, and increased access to tutoring

and mentoring. Every student meets with the Community Organizer or Transition Specialist upon enrollment to create a customized graduation plan that outlines required coursework and timelines. Instructors collaborate with support staff to identify students needing more support and offer targeted interventions, such as academic workshops and credit recovery options. Flexible course scheduling, including evening and online classes, accommodates working adults and parents, ensuring that external responsibilities do not become a barrier to completion.

#### Enhancing College and Career Readiness:

Currently, the California School Dashboard shows that zero CAC students are considered “Prepared” on the College and Career Indicator (CCI). It is important to note that this designation is based on a set of metrics—such as performance on CAASPP, AP, or IB exams, completion of A-G pathways, and multiple successfully completed community college courses—that do not align with the educational experiences or pathways of most CAC students. CAC students are all classified as 12th graders and do not participate in state testing (such as CAASPP), and the school does not currently offer AP or IB coursework due to its focus on diploma recovery and flexible, personalized scheduling. While many CAC students do engage in post-secondary coursework, including community college classes, these achievements may not be reflected in CCI data due to reporting limitations or the structure of how dual enrollment is tracked for adult learners. This discrepancy may contribute to an underrepresentation of student success on the Dashboard. The school is actively working to improve data collection and reporting processes in collaboration with our partners to ensure that student progress and accomplishments are more accurately reflected in future accountability measures. The CAC strengthens college and career readiness by integrating career exploration, postsecondary transition support, and real-world skill development into the curriculum. Career counseling is embedded throughout the student experience, including resume writing workshops, mock interviews, and goal-setting sessions. Instruction is aligned with essential workplace competencies, such as digital literacy, communication, and critical thinking, to ensure students are prepared for both college and the workforce.

Our participation with the Greater Opportunities for Adult Learning Consortium has strengthened our collaboration with our Adult Ed partners, including the Workforce Development Board, local school districts, and the community college. In addition to the regularly scheduled Board meetings, agency representatives schedule a collaborative work meeting to the calendar quarterly. The partnership and space for networking and collaboration continues to be beneficial.

One of our greatest successes this past academic year is an intentional and innovative approach to supporting new students as they begin in the CAC. In an effort to promote community building, the CAC is expanding its class offerings to provide students with more opportunities to learn in a group setting—learning not only from our teachers but from one another. The CAC Foundations Success Program, designed to equip students with essential skills for success in I.S., is currently being piloted to enhance program engagement and improve retention rates. This six-week course is designed to help adult learners transition back into an academic setting and prepare for independent study. Students attend class for two hours per week, engaging in direct instructional support and activities that develop essential digital literacy and academic success skills. A key component of the course is fostering a supportive and collaborative environment where students can share experiences, learn from one another, and gain confidence through interactive discussions, peer reviews, and personalized feedback. Independent Study (I.S.) teachers receive valuable information from the registration process and Foundations Success Program class to tailor instruction to students' academic needs and support their individual goals. By the end of the course, students will have a strong foundation for independent study and be equipped with the tools needed to pursue further education or career advancement with confidence. Additionally, this academic year we continue to improve the number of CAC students transitioning to ESL classes, non-credit courses, and dual enrollment courses at the community college.

This year we have pre and post tested more students than previously and results demonstrate a slight decrease in our pre and post-test of CAC students demonstrated literacy gains in the Comprehensive Adult Student Assessment Systems (CASAS). We were more 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 Specialists and our instructional staff, we have made great progress in creating a system for pre and post assessment administration. However, we have identified a need to complete more post-testing for students as they are exiting the CAC. 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 CAC program at the Adult Probation Success Centers in North and South County, with successful enrollments each month. We continue to provide services in the correctional facilities, with 18 students earning their high school diplomas throughout the school year. This year we have added Transition Support at the Rountree Facility, two Building Trades Pre-Apprenticeship cohorts available to students at Rountree, and a Culinary Arts class available to students at the Blaine Street Women's Facility.

All seven sites exceeded enrollment projections throughout the 24-25 school year and maintained strong attendance overall. All newer staff were guided to conduct ongoing qualitative assessments of student demographics and learning styles in efforts to sustain a highly welcoming and safe school environment. Ongoing training and support was offered in the areas of: culturally relevant career readiness, effective teaching strategies, improving outreach and enrollment, fostering an inclusive school community and building cultural proficiency. CAC staff foster a 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, multilingual learners, those experiencing homelessness, students with exceptional needs, and those requesting mental health support.

This year, we continued the implementation of our Ventures ESL curriculum. 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, we offer two Plazas Comunitarias (Spanish literacy) classes each week.

All students who needed 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 24-25 school year, the CAC served 424 students in our school settings as well as in correctional facilities. Of these students, a total of 141 graduated with a high school diploma or earned their high school equivalency.

## Reflections: Technical Assistance

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

N/A

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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 the 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 will continue to work closely with community partners as contributing stakeholders as well, particularly our partner agencies in the GOAL consortium.

Data collection and analysis of our graduation rate will help identify strategies for improvement. To ensure interventions and strategies align with LCAP goals, the needs assessment will include a thorough analysis of student achievement data. CASAS testing and case management will track literacy and math growth, identify academic and career barriers, and monitor student progress. Additionally, qualitative data from student and staff surveys, focus groups, and advisory meetings will provide insight into challenges. We will gain a comprehensive understanding of factors impacting student success to make informed decisions. The collaborative root cause analysis will use structured methodologies grounded in improvement science to examine barriers contributing to low graduation rates. This process will engage students, educators, and community partners to identify systemic challenges and develop targeted solutions. Findings will directly inform the allocation of CSI funds.

## ***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 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 post-secondary opportunity data. Ensuring that data is reviewed quarterly will promote program evaluation on a regular basis so that adjustments can be made as needed.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Consult with teachers, administration, school personnel, local bargaining units	We actively seek input from teachers, administration, and school personnel through a comprehensive consultation process. We employed various methods to ensure thorough and inclusive feedback. Surveys were distributed to gather quantitative and qualitative data, capturing a wide range of perspectives. Additionally, we regularly conducted meetings where stakeholders could voice their opinions and discuss concerns in a collaborative environment. Open lines of communication were maintained throughout the process, encouraging ongoing dialogue and transparency. We reviewed and analyzed the collected data to identify trends and insights, ensuring that our plan reflects the collective vision and needs of our school community. This inclusive approach ensures that our school plan is both representative and effective, fostering a collaborative spirit and commitment to continuous improvement. The WASC Self-Study process this year provided and required ongoing opportunities for all staff to collectively reflect on our program and provide feedback for both areas of strength and areas for growth.
Consult with students	Focused on a strong student-centered approach, we actively sought input from our students through various channels. Surveys were distributed to capture their feedback on key areas, ensuring their voices were heard. Student conferences provided a platform for more in-depth conversations, allowing us to understand their perspectives, needs, and challenges better. Our Student Advisory committee continues to ensure continuous involvement in the decision-making process. Regular meetings and open lines of communication were

Educational Partner(s)	Process for Engagement
	maintained, fostering an environment where students felt empowered to share their ideas and concerns. This approach ensured that our school plan is reflective of the students' views and aspirations, promoting a collaborative and inclusive school culture.

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

Feedback from students has highlighted a strong interest in expanding career exploration courses to support their transition into the workforce or advancement within it. Many students also expressed deep appreciation for the childcare services currently offered and shared a desire for more enrichment activities in North County, as well as access to advanced ESL classes. In response to this valuable input, several key elements of the LCAP were shaped directly by stakeholder engagement, including: enhanced transition support, increased instructional aide support, expanded professional learning opportunities for staff, childcare services, mental health counseling services, continued collaboration with CALS to broaden career technical education offerings, additional ESL courses for multilingual learners, enrichment opportunities, and the ongoing purchase of relevant instructional materials. Looking ahead, we remain committed to strengthening our outreach efforts to ensure student voices continue to guide and inform our work.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students will graduate with a high school diploma (HSD) or high school equivalency (HSE), demonstrating enhanced proficiency in Math and English, improved job skills, and expanded post-secondary opportunities, including community college, technical career training, workforce entry or career advancement.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

This achievement goal ensures that our graduates possess the fundamental skills necessary for further education and career opportunities. By emphasizing job skills literacy, we prepare our students to enter the workforce with practical skills and knowledge that enhance their employability and career prospects. Many high-demand careers require education beyond high school, such as community college degrees or technical training certifications. Our goal is to ensure that students are well-prepared for these opportunities, opening doors to stable and rewarding careers. For students who choose to enter the workforce directly after graduation, having a high school diploma or equivalent and job skills literacy significantly increases their chances of securing employment and advancing in their chosen fields. Education is not just about academic learning but also about developing the whole person. By focusing on a broad set of skills and opportunities, we aim to support our students' personal and professional growth, helping them become well-rounded individuals who can contribute positively to society. Our goal aligns with state and national educational standards, ensuring that our students receive a high-quality education that meets established benchmarks for success. By setting this comprehensive achievement goal, we are committed to providing our students with the knowledge, skills, and opportunities they need to succeed in their personal, academic, and professional lives. This goal reflects our dedication to empowering our students to reach their full potential and make meaningful contributions to their communities and the broader society.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA School Dashboard Graduation Rate	54.8%	29%		70%	-25.8%
1.2	Post-secondary Transition Rate (Placement/Graduated Students)	36.7%	27%		70%	-9.7%
1.3	CASAS EFL (Educational Functioning Level) gains	50%	46%		80%	-4%
1.4	Percent of students earning 45 or more credits per year (Students/ADA)	16.1%	51%		30%	+34.9%
1.5	Percent of students earning a HSD or HSE annually (Diplomas/ADA)	63%	68%		80%	+5%

## Goal Analysis [2024-25]

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

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

There are no substantive differences to report. For some positions it took longer than expected to fill. We weren't able to recruit a bilingual teacher but did hire a qualified candidate. The CASAS implementation in the locked facilities continues to be a challenge but we have implemented partially and are moving to a local assessment for our students in custody.

1.1 Comprehensive assessment strategies were implemented across programs to support accurate student placement and instructional planning.

1.2 Instead of hiring two 19-hour bilingual instructional aides, we hired one 32-hour aide and one part-time substitute, providing more consistent support.

1.3 ESL offerings expanded with both Level One and Level Two classes successfully delivered under a .5 FTE assignment.

1.4 The Bilingual Executive Director and 1.0 FTE Programs Administrator role was maintained and played a key leadership role in program oversight.

1.5 A 1.0 FTE teacher was hired for the CAC programs, though the individual had limited Spanish proficiency, which required additional language support strategies.

- 1.6 The Bilingual Community Organizer position was successfully maintained, continuing to support student and family engagement.
- 1.7 The Senior Instructional Support position was filled, though experienced a short vacancy mid-year before stabilizing.
- 1.8 Instructional materials were purchased as planned to enhance learning in ESL and diploma courses.
- 1.9 HiSet testing was offered but limited to locked facilities due to staffing and logistical constraints.
- 1.10 Staff engaged in professional learning through collaborative planning time in preparation for the WASC visit.

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

There were minimal material differences between budgeted and estimated actual expenditures. The primary variance occurred in Action 1.2, where the plan included hiring two part-time instructional aides, but only one was hired. Additionally, instead of a full-time teacher, a 0.8 FTE position was filled, resulting in lower personnel costs. Expenditures for instructional materials were nearly three times higher than projected due to program growth and the need to support an increasing number of students. Conversely, spending on professional development was lower than anticipated, as much of the training was conducted internally in alignment with our WASC self-study efforts.

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

All planned actions were implemented successfully and contributed meaningfully to progress toward our goal of expanding access and support for multilingual and adult education students. The comprehensive assessment strategies effectively supported student placement and instructional planning, while the modified staffing model for bilingual instructional aides ensured consistent student support. Offering two levels of ESL instruction allowed us to better meet diverse learner needs and increase language acquisition. Leadership from the Bilingual Executive Director and Programs Administrator helped align program goals and maintain a focus on equity. Although the newly hired teacher for CAC programs had limited Spanish proficiency, the role still enhanced instructional capacity with additional language supports in place. The continued presence of the Bilingual Community Organizer proved highly effective in sustaining family engagement and outreach efforts. The Senior Instructional Support position, despite a short vacancy, ultimately provided valuable classroom and logistical assistance. Instructional materials were thoughtfully selected and contributed to improved student engagement. HiSet testing remained limited to locked facilities but continued to serve a key population. Finally, staff benefited from collaborative professional learning focused on the WASC process, which helped strengthen program alignment and instructional practices.

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

The goals and actions will remain unchanged for next year. The only change includes adding staff to support our growing program, specifically in the areas of: ESL, Independent Study instruction, and instructional aide support.

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

## **Actions**

Action #	Title	Description	Total Funds	Contributing
1.1	Comprehensive Assessment Strategies and Implementation	Implement a comprehensive assessment strategy that includes formative and summative assessments to monitor and support student progress in Math and English proficiency, job skills literacy, and readiness for post-secondary opportunities. Testing platforms include CASAS, ALEKS, ESL,	\$25,000.00	No
1.2	Bilingual Instructional Support	Provide bilingual instructional support for CAC students to expand educational interventions and support, including one to one tutoring, assist with resource inventory, manage student learning center	\$95,743.00	Yes
1.3	Provide ESL Classes	Provide English as a Second Language classes to continue Implementation of ESL Level 1 and add ESL Level 2	\$28,070.00	Yes
1.4	Bilingual Executive Director; Programs Administrator	Employ a Bilingual administrator to oversee all programming, school improvement efforts, and curriculum development for adult learners	\$66,160.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	Retain current staffing and increase teacher by 1.0 FTE program-wide. Start the 24/25 school year with 7.0 FTE	\$106,778.00	No
<b>1.6</b>	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.	\$45,491.00	Yes
<b>1.7</b>	Senior Instructional Support	Support students, staff, and program with direct service and referrals. Lead data collection, entry, and analysis	\$17,197.00	No
<b>1.8</b>	Purchase Instructional Materials	Purchase instructional materials in English and Spanish for use in a variety of instructional settings including Corrections, Independent Study formats, ESL courses, and online formats	\$50,000.00	No
<b>1.9</b>	High School Equivalency Administration (HiSet)	Expand opportunities for students, particularly in the locked and Adult Probation facilities, to access the HiSet proficiency exam	\$14,705.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.10</b>	Professional Staff Learning	Provide ongoing learning opportunities for CAC staff based on student need and staff interest	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The CAC will support students comprehensively as they balance work and family responsibilities, financial constraints, and limited access to resources. While increasing opportunities and developing essential academic, social, emotional, and practical skills, the CAC will ensure students are well-prepared for transitioning to post-secondary opportunities and workforce advancement. Additionally, we will support students who enroll in our program to better support their children in school, prepare to become US citizens, & engage more with their communities emphasizing civic engagement and personal growth.	Broad Goal

**State Priorities addressed by this goal.**

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**An explanation of why the LEA has developed this goal.**

There is a critical need to provide direct support to our adult re-entry students in various areas, including connecting them to community resources such as employment and employment readiness programs, medical and mental health services, financial assistance, housing, and childcare. Addressing these barriers is essential for their success. By offering career technical education experiences, job searching assistance, resume writing and interview preparation, guidance on post-secondary opportunities including FAFSA completion, community college registration, and career counseling, we can help remove obstacles that hinder students' progress towards completing their high school diplomas and beyond.

Our goal is to support student transitions both into and out of the Career Advancement Charter, focusing on our general student population as well as targeted groups such as incarcerated individuals, immigrants, multilingual learners, and under-resourced students. This approach enables us to identify and address gaps in community resources effectively. Providing integrated support universally, targeted to specific populations, and tailored to individual needs allows us to enhance and strengthen our program. This ensures that we cater to the comprehensive needs of our students, enabling them to have an engaging learning experience and transition successfully beyond their high school diplomas.

# Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Programming Participation Course Attendance, including Career Technical Education, ESL, and Enrichment Opportunities (Participation/ADA)	17.4% (CTE only)	43%		60%	+25.6
2.2	Career and Transition Services/Counseling Received (Services/Total Enrollment)	36.3%	45%		80%	+8.7%
2.3	Post-secondary education placement (Students in post-secondary/Graduates)	TBD in 24/25 school year	23%		60%	0 baseline established
2.4	Number of students co-enrolled at the Community College or Technical Training (students/ADA)	TBD in 24/25 school year	21%		60%	0 baseline established

## Goal Analysis [2024-25]

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

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

There are no substantive changes to report and actions will be carried out in the upcoming school year. The only action not fully implemented was hiring student workers (2.6).

2.1 CTE instruction was delivered as planned, providing students with hands-on skills and pathways to employment.

2.2 Comprehensive student support services were implemented, addressing academic, social, and logistical barriers to re-entry.

2.3 Bilingual Transition Specialists actively worked as part of the Consortium Team, offering individualized transition planning and direct services.

- 2.4 Career development and co-enrollment opportunities were expanded, giving students increased access to job training and postsecondary pathways.
- 2.5 Childcare services were provided through our Early Care classroom, allowing more parents to participate in educational programming.
- 2.6 Enrichment opportunities were offered to enhance student engagement, though student worker positions were not filled as originally planned.

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.

All budgeted and estimated actual expenditures for our student support goal were closely aligned, with only minor differences. In Action 2.7, we spent approximately \$15,000 less than planned due to not hiring student workers or organizing student field trips. Instead, those enrichment funds were redirected to support a pilot photography class, which was a successful and well-received addition to our program. Based on positive student feedback, we plan to expand art-focused enrichment opportunities next year to better align with student interests and needs.

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

This year, we made significant progress toward our goal of supporting adult students with re-entry into employment, health services, community college, and career pathways. Career Technical Education (CTE) instruction was successfully implemented, equipping students with practical, job-ready skills and boosting their confidence in entering or advancing in the workforce. Comprehensive student support services addressed academic, social, and logistical barriers, ensuring that students remained connected and engaged. Our Bilingual Transition Specialists worked effectively as part of the Consortium Team, providing individualized, culturally responsive support to help students navigate transitions to employment, postsecondary education, and community resources. Career development and co-enrollment opportunities were expanded, offering students more seamless access to job training and higher education pathways. On-site childcare services in our Early Care classroom removed a major barrier for parent learners and supported stronger attendance. Enrichment opportunities also played a key role in increasing engagement and fostering a sense of community. While all planned actions were carried out with the exception of hiring student workers, the overall implementation has been effective in helping adult learners re-enter systems that support their personal, academic, and professional growth.

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

No substantive changes will be made to the planned goal, metrics, or outcomes for the coming year.

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

# Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education Instruction	Teacher salaries to offer CTE courses that are provided to assist students in identifying career interests, increase career exploration opportunities, resume building, Digital Literacy	\$64,264.00	No
2.2	Comprehensive Student Support	Provide student support including: mental health support, community referrals, connection to community resources	\$55,326.00	No
2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Transition Specialists provide 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	\$37,078.00	Yes
2.4	Increase co-enrollment opportunities for Adult Students	liase with Cabrillo College, non-credit courses, dual enrollment, explore stackable certificates based on labor demand (SVL)	\$37,190.00	No
2.5	Provide Childcare Services in our Early Care Classroom	Provide afternoon and evening childcare services at the Sequoia Schools campus so that adult students are able to participate in educational, prosocial, and counseling opportunities	\$111,002.00	No
2.6	Provide healthy food options	Students will have daily access to healthy food options while on campus.	\$15,000.00	No
2.7	Enrichment Opportunities	Explore and identify enrichment programming that may include student employment, arts, music, interest based workshops, immersive/experiential experiences to increase student engagement	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	The Career Advancement Charter (CAC) will improve access and expand its capacity to serve adult students by actively engaging with the community and conducting focused outreach. This effort will prioritize building and maintaining strategic partnerships, ensuring long-term program sustainability, and prioritizing student input and perspectives in all initiatives.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> <li>Priority 3: Parental Involvement (Engagement)</li> <li>Priority 4: Pupil Achievement (Pupil Outcomes)</li> <li>Priority 5: Pupil Engagement (Engagement)</li> <li>Priority 6: School Climate (Engagement)</li> <li>Priority 7: Course Access (Conditions of Learning)</li> <li>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</li> </ul>
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An explanation of why the LEA has developed this goal.

<p>The Career Advancement Charter is committed to working as a community partner and functions as an active GOAL consortium 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. There is a need in our Santa Cruz County community, particularly in South County, to provide a supportive program for adult learners to pursue their high school diploma. 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.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Enrollment	361	425		400	+64

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Average Daily Attendance	155	208		185	+53
3.3	Persistence Data - Students continuously enrolled for at least one semester/total enrollment	37.4	32%		60%	-5.4
3.4	Student Survey Data - Program Satisfaction	76.9%	95%		95%	+18.1
3.5	CAC Survey Data - Engagement	TBD in 24/25	67%		95%	baseline established

## Goal Analysis [2024-25]

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

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

CAC successfully implemented nearly all planned actions under this goal, with meaningful progress in expanding services, strengthening partnerships, and increasing outreach. One notable exception was the Community Referral System, which faced usability challenges and low adoption by partner agencies; as a result, we will discontinue its use in the coming year. All other actions were completed as planned, with positive outcomes in student engagement, visibility, and interdepartmental collaboration.

3.1 Expand and improve CAC services: Program offerings were broadened and refined to better align with adult learner needs, resulting in increased enrollment and retention.

3.2 Implement Student Onboarding Process: A new onboarding process was successfully launched, improving student orientation and early engagement.

3.3 Utilize Community Referral System to maximize community connections: Implementation was limited due to platform difficulties and inconsistent use by partners; the system will not be continued next year.

3.4 Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium: CAC remained an active member, benefiting from shared planning, regional coordination, and increased program visibility.

3.5 Student Outreach: Ongoing outreach efforts through targeted campaigns and events led to improved enrollment and community awareness.

3.6 Community Event Participation: Staff attended multiple community events, expanding CAC's presence and creating new engagement opportunities.

3.7 Cross Department Collaboration: Collaboration across departments, especially with CALS and Student Services, enhanced support structures and programming for students. Next year we plan to work closely with Educational Services to provide professional learning opportunities for staff.

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 Goal 3, Student and Community Outreach, most budgeted and actual expenditures remained consistent. Action 3.2 reflected a higher actual cost than anticipated due to the implementation of our pilot Foundations Success Onboarding program, which required increased staff time and coordination. In contrast, expenditures for Action 3.6 were lower than planned as a result of staffing transitions, which limited our participation in some community events. However, despite this reduction, we maintained a strong presence in community outreach efforts throughout the year.

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

Overall, the actions implemented under this goal were effective in making meaningful progress toward expanding access and capacity through community engagement and outreach. The expansion of CAC services and the successful rollout of a student onboarding process both contributed to improved student enrollment, orientation, and retention. These foundational changes enhanced the student experience and supported smoother transitions into the program. Student outreach and participation in community events were also highly effective in raising awareness of CAC's offerings, building trust with the community, and creating opportunities for new enrollments.

Partnerships, particularly through the Greater Opportunities for Adult Learning (GOAL) Consortium, proved valuable in aligning regional efforts and leveraging shared resources. Cross-department collaboration strengthened internal systems and allowed for more holistic support of students. However, the Community Referral System was ultimately ineffective; challenges with the platform's usability and limited engagement from external partners hindered its success. Based on this experience, we will discontinue its use and explore alternative ways to maintain strong referral relationships. Despite this one limitation, the overall set of actions significantly advanced the goal and will serve as a strong foundation for continued growth.

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

No substantive changes will be made to the planned goal, metrics, or outcomes for the coming year.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Expand and improve CAC services	HSD and HSE services will be provided at Corrections, Probation Service Centers North and South, COE Campus Locations, as well as a continued commitment to be responsive to other interested community partners	\$49,992.00	No
3.2	Implement Student Onboarding Process	Bilingual staff to complete student intakes and orientation to welcome and onboard new students, identify needs, make appropriate community referrals, and assign to the appropriate teacher	\$45,491.00	No
3.3	Utilize Community Referral System to maximize community connections	Utilize Community Pro to make appropriate referrals to post-secondary opportunities and promote inter-agency collaboration	\$45,274.00	No
3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	Collaborate with community partners involved in adult education programs to enhance learning opportunities and resources	\$45,274.00	No
3.5	Provide Student Outreach	Promote CAC program across the county to encourage more adult students to complete HSD or HSE	\$12,194.00	Yes
3.6	Community Event Participation	Attend open house events, career fairs, maintain presence at community events	\$89,491.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.7</b>	Cross Department Collaboration	Network with COE departments to promote collaboration to benefit students with resources and opportunities	\$104,688.00	No
<b>3.8</b>	Support Staff	Continue/improve outreach and communication campaigns at community events, local high schools, and foster relationships with adult education partners		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$133,512.00	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.872%	0.000%	\$0.00	4.872%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p><b>Action:</b> Bilingual Community Organizer</p> <p><b>Need:</b> Comprehensive Student Support</p> <p><b>Scope:</b></p>	Staff to work across programs providing direct support to students	Achievement, Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	<p><b>Action:</b> Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students</p> <p><b>Need:</b> Transition support for students who need more resources.</p> <p><b>Scope:</b> LEA-wide</p>	Students with greater need will receive focused attention from a Transition Specialist to support with the educational process.	Various metrics related to engagement and achievement will be analyzed.
3.5	<p><b>Action:</b> Provide Student Outreach</p> <p><b>Need:</b> Outreach in Spanish and English</p> <p><b>Scope:</b> LEA-wide</p>	Many students need primary language support	Metrics related to engagement and achievement will be analyzed.

### Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> Bilingual Instructional Support</p> <p><b>Need:</b> Spanish support for students whose primary language is not English</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Spanish support for students whose primary language is not English	Assessment tools, staff evaluation
1.3	<p><b>Action:</b> Provide ESL Classes</p> <p><b>Need:</b> ESL for multilingual learners</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Intentional instruction to support students' language acquisition	participation, CASAS

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

**Additional Concentration Grant Funding**

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		

# 2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,740,390.	133,512.00	4.872%	0.000%	4.872%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,140,248.00	\$0.00	\$0.00	\$66,160.00	\$1,206,408.00	\$1,096,408.00	\$110,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Comprehensive Assessment Strategies and Implementation	All	No			All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
1	1.2	Bilingual Instructional Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$95,743.00	\$0.00	\$95,743.00				\$95,743.00	
1	1.3	Provide ESL Classes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools		\$28,070.00	\$0.00	\$28,070.00				\$28,070.00	
1	1.4	Bilingual Executive Director; Programs Administrator	All	No			All Schools		\$66,160.00	\$0.00				\$66,160.00	\$66,160.00	
1	1.5	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	All	No			All Schools		\$106,778.00	\$0.00	\$106,778.00				\$106,778.00	
1	1.6	Bilingual Community Organizer	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	
1	1.7	Senior Instructional Support	All	No			All Schools		\$17,197.00	\$0.00	\$17,197.00				\$17,197.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Purchase Instructional Materials	All English Learners	No			All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
1	1.9	High School Equivalency Administration (HiSet)	All	No			All Schools		\$14,705.00	\$0.00	\$14,705.00				\$14,705.00	
1	1.10	Professional Staff Learning	All	No			All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.1	Career Technical Education Instruction	All	No			Specific Schools: Sequoia Schools		\$64,264.00	\$0.00	\$64,264.00				\$64,264.00	
2	2.2	Comprehensive Student Support	All	No			All Schools		\$55,326.00	\$0.00	\$55,326.00				\$55,326.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$37,078.00	\$0.00	\$37,078.00				\$37,078.00	
2	2.4	Increase co-enrollment opportunities for Adult Students	All	No			All Schools		\$37,190.00	\$0.00	\$37,190.00				\$37,190.00	
2	2.5	Provide Childcare Services in our Early Care Classroom	All	No			Specific Schools: Sequoia Schools		\$111,002.00	\$0.00	\$111,002.00				\$111,002.00	
2	2.6	Provide healthy food options	All	No			All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.7	Enrichment Opportunities	All	No			All Schools		\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
3	3.1	Expand and improve CAC services	All	No			All Schools		\$49,992.00	\$0.00	\$49,992.00				\$49,992.00	
3	3.2	Implement Student Onboarding Process	All	No			All Schools		\$45,491.00	\$0.00	\$45,491.00				\$45,491.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Utilize Community Referral System to maximize community connections	All	No			All Schools		\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	
3	3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	All	No			All Schools		\$45,274.00	\$0.00	\$45,274.00				\$45,274.00	
3	3.5	Provide Student Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools		\$12,194.00	\$0.00	\$12,194.00				\$12,194.00	
3	3.6	Community Event Participation	All	No			All Schools		\$89,491.00	\$0.00	\$89,491.00				\$89,491.00	
3	3.7	Cross Department Collaboration	All	No			All Schools		\$104,688.00	\$0.00	\$104,688.00				\$104,688.00	
3	3.8	Support Staff														

# 2025-26 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
2,740,390.	133,512.00	4.872%	0.000%	4.872%	\$218,576.00	0.000%	7.976 %	<b>Total:</b>	\$218,576.00
								<b>LEA-wide Total:</b>	\$94,763.00
								<b>Limited Total:</b>	\$123,813.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Bilingual Instructional Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$95,743.00	
1	1.3	Provide ESL Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sequoia Schools	\$28,070.00	
1	1.6	Bilingual Community Organizer	Yes	LEA-wide	English Learners Low Income		\$45,491.00	
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,078.00	
3	3.5	Provide Student Outreach	Yes	LEA-wide	English Learners	All Schools	\$12,194.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,241,761.00	\$1,276,910.44

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	Comprehensive Assessment Strategies and Implementation	No	\$60,353	54,603.16
1	1.2	Bilingual Instructional Support	Yes	\$95,743.00	39,287.79
1	1.3	Provide ESL Classes	Yes	\$28,070.00	28,071.00
1	1.4	Bilingual Executive Director; Programs Administrator 1.0 FTE	No	\$66,160.00	66,139.65
1	1.5	Hire additional Bilingual 1.0 FTE Teacher for CAC programs	No	\$106,778.00	91,729.32
1	1.6	Bilingual Community Organizer	Yes	\$45,491	86,984.88
1	1.7	Senior Instructional Support	No	\$17,197.00	20,472.91
1	1.8	Purchase Instructional Materials	No	\$50,000.00	134,682.45

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	1.9	High School Equivalency Administration (HiSet)	No	\$14,705.00	19,385.60
1	1.10	Professional Staff Learning	No	\$20,000.00	8899.06
2	2.1	Career Technical Education Instruction	No	\$64,264.00	82,337.87
2	2.2	Comprehensive Student Support	No	\$55,326.00	66,883.09
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	\$37,078.00	36,161.91
2	2.4	Increase co-enrollment opportunities for Adult Students	No	\$37,190.00	38,249.65
2	2.5	Provide Childcare Services in our Early Care Classroom	No	\$111,002.00	110,267.40
2	2.6	Provide healthy food options	No	\$15,000.00	9,981.57
2	2.7	Enrichment Opportunities	No	\$25,000.00	9,389.67
3	3.1	Expand and improve CAC services	No	\$49,992.00	30,403.66
3	3.2	Implement Student Onboarding Process	No	\$45,491.00	86,984.88
3	3.3	Utilize Community Referral System to maximize community connections	No	\$45,274.00	50,455.82

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)
3	3.4	Partnership and participation in the Greater Opportunities for Adult Learning Adult Education Consortium	No	\$45,274.00	50,455.82
3	3.5	Provide Student Outreach	Yes	\$12,194.00	17,385.99
3	3.6	Community Event Participation	No	\$89,491.00	20,330.59
3	3.7	Cross Department Collaboration	No	\$104,688.00	117,366.70

# 2024-25 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)
109,465	\$218,576.00	\$207,891.57	\$10,684.43	0.000%	0.000%	0.000%

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	Yes	\$95,743.00	39,287.79		
1	1.3	Provide ESL Classes	Yes	\$28,070.00	28,071.00		
1	1.6	Bilingual Community Organizer	Yes	\$45,491.00	86,984.88		
2	2.3	Bilingual Transition Specialists work as part of a Consortium Team to provide direct services to students	Yes	\$37,078.00	36,161.91		
3	3.5	Provide Student Outreach	Yes	\$12,194.00	17,385.99		

# 2024-25 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)
2,025,204	109,465		5.405%	\$207,891.57	0.000%	10.265%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### **Reflections: Annual Performance**

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

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

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

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

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

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

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

### **Reflections: Technical Assistance**

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

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

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

## Comprehensive Support and Improvement

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

### Schools Identified

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

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

### Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

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

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

## Engaging Educational Partners

### *Purpose*

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

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

## Requirements

### *Requirements*

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

**Charter schools:** [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## ***Instructions***

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

### Broad Goal

#### Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### ***Purpose***

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

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

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### **LEA-wide and Schoolwide Actions**

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **For School Districts Only**

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

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

### **Requirements and Instructions**

Complete the tables as follows:

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## ***Contributing Actions Table***

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

## ***Annual Update Table***

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

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

## ***Contributing Actions Annual Update Table***

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## ***LCFF Carryover Table***

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

## **LCFF Carryover Table**

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

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

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

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

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

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