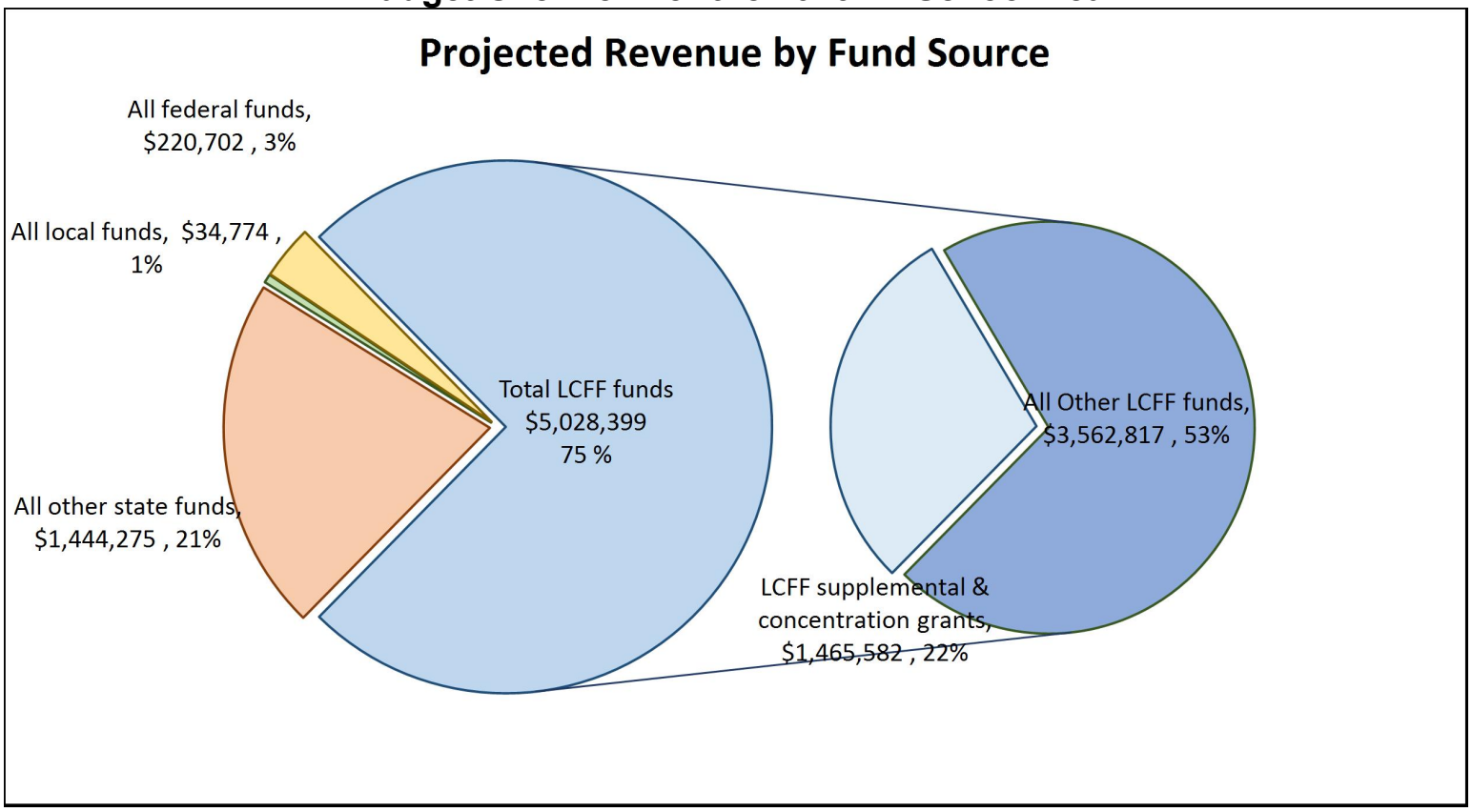
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: W. E. B. DuBois Public Charter School
CDS Code: 10 76778 1030774
School Year: 2026-27
LEA contact information:
Dr. Linda Scott
CEO
lscott@agapeschools.org
(559) 486-1166

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 2026-27 School Year

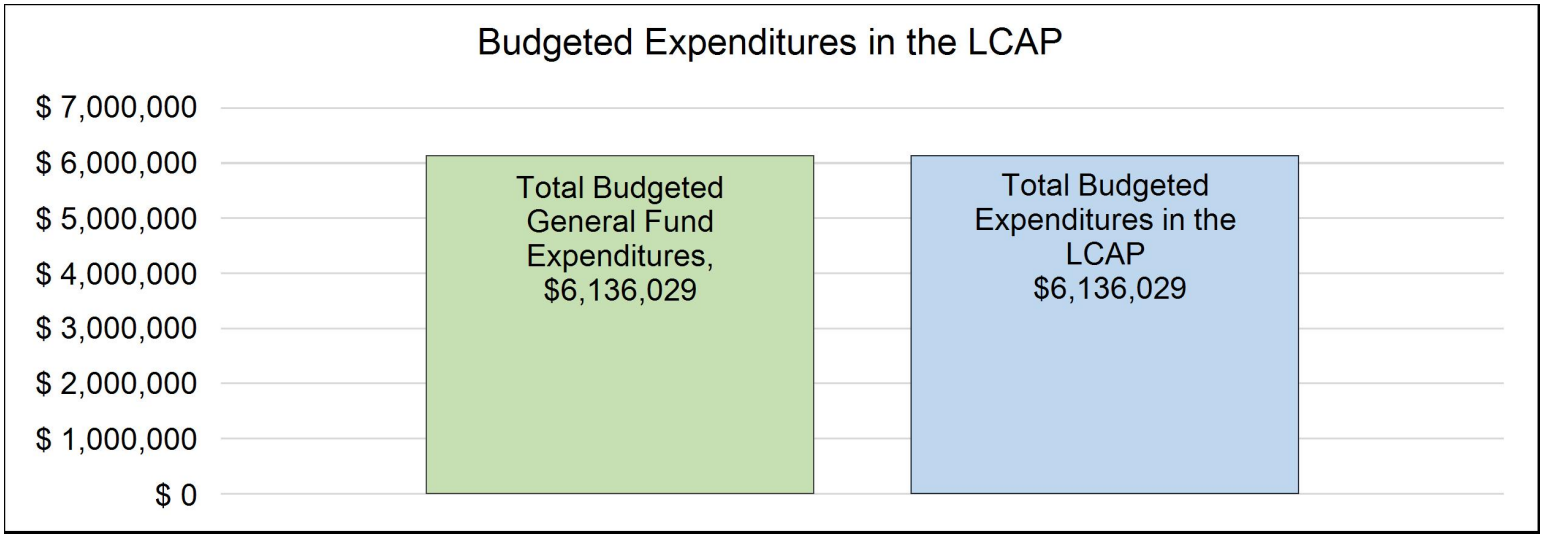


This chart shows the total general purpose revenue W. E. B. DuBois Public Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for W. E. B. DuBois Public Charter School is $6,728,150, of which $5,028,399.00 is Local Control Funding Formula (LCFF), $1,444,275.00 is other state funds, $34,774.00 is local funds, and $220,702.00 is federal funds. Of the $5,028,399.00 in LCFF Funds, $1,465,582.00 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 W. E. B. DuBois Public Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

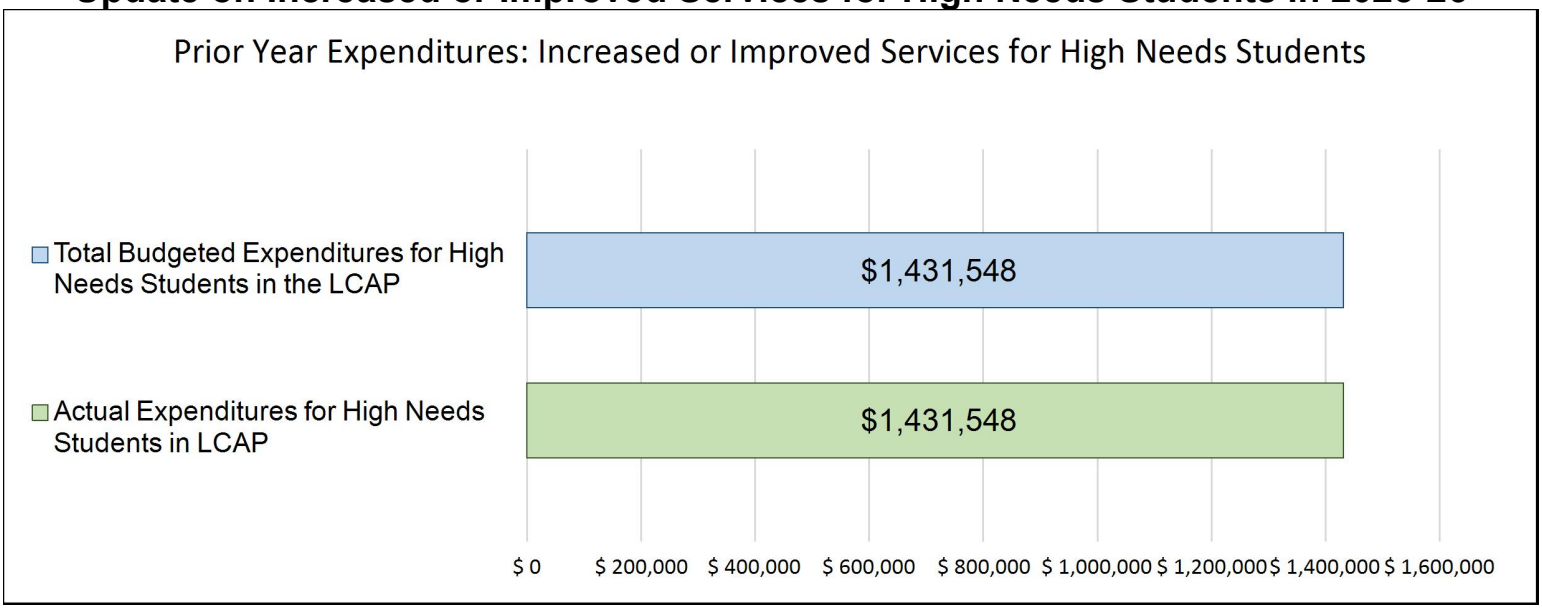
The text description of the above chart is as follows: W. E. B. DuBois Public Charter School plans to spend $6,136,029.00 for the 2026-27 school year. Of that amount, $6,136,029.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, W. E. B. DuBois Public Charter School is projecting it will receive $1,465,582.00 based on the enrollment of Foster Youth, English learner, and low-income students. W. E. B. DuBois Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. W. E. B. DuBois Public Charter School plans to spend $1,465,582.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what W. E. B. DuBois Public Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what W. E. B. DuBois Public Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, W. E. B. DuBois Public Charter School's LCAP budgeted $1,431,548.00 for planned actions to increase or improve services for high needs students. W. E. B. DuBois Public Charter School actually spent $1,431,548.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
W. E. B. DuBois Public Charter School	Dr. Linda Scott CEO	lscott@agapeschools.org (559) 486-1166

Plan Summary [2026-27]

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.

W.E.B Dubois Public Charter provides students with a comprehensive holistic approach to education by addressing each child's academic, social, and individual needs. A combination of personalized learning, family like environment, tier interventions, career pathways and truancy prevention continues to promote student learning, active citizenship and productive leaders in our community. Furthermore, we believe that learning best occurs at W.E.B Dubois Public Charter by focusing on the entire child. Students and parents are able to receive wrap around services which includes educating the entire family and utilizing grant funded resources to develop career opportunities, skilled industry ready programs, expanded business partnerships, and post-secondary education dual enrollment opportunities. Finally, these resources and training opportunities have furthered the success of our students and families as they prepare to be economically independent and educated citizens in society.

W.E.B Dubois Public Charter School is designed to target students who will benefit from an interactive, personalized learning, family atmosphere to reclaim their education leading to a high school diploma. Our focus on differentiated instruction, career training, college preparation, project based learning, leadership and student outreach ensures the success of our students in becoming educated, self sufficient, and economically independent. W.E.B Dubois Public Charter has been an asset to the community for twenty-three years. Our expanding diverse population includes students who meet one or more "high needs" indicators. These indicators include students who are habitually truant, have dropped out of school, are pregnant or parenting, retained in one grade level and suspended or expelled within the school's eligible criteria for enrollment. The following represents the most recent factors that qualify our schools for the Alternative Schools Accountability Model.

Reflections: Annual Performance

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

In reviewing this year's progress on the California School Dashboard and local data, W. E. B. DuBois has made continued academic and engagement gains aligned to our long-term priorities.

During the 2024-2025 school year, our school proudly earned a six-year accreditation through the Western Association of Schools and Colleges (WASC), validating the effectiveness of our instructional programs, systems of support, family partnerships, and commitment to continuous growth and excellence for all students.

The College and Career Indicator rose from 69.5 to 72.2%, which earned W. E. B. DuBois a Blue rating on the 2024-25 CA Dashboard. The LCAP survey responses show that students and parents are confident students are being prepared for their college and career with over 99% of parents and 91% of students agreeing. In addition, 100% of students completed the FAFSA for college financial aid in 2026 and participated in career day.

English Learner performance saw substantial growth, with 66% (64%) of ELs improving by at least one level in 2024-25—up from 45% the prior year. Student declines on ELPAC dropped by more than half from 25% in 2023-24 to 9.2% in 2024-25. Teachers continued to grow their skills in supporting students through continuous professional development and consistent implementation of Designated ELD instruction across all grade spans.

Student survey results indicate improved academic engagement across several areas during the 2025–26 school year. Student satisfaction with the variety of classes offered increased by 8%, while the number of students who find the curriculum interesting and engaging increased by 7%. Over 93% of students reported having access to the classes they need to achieve their academic goals. Surveys also showed a 7% increase in students feeling safe at school and a 4% increase in students who feel proud to be a student at W. E. B. DuBois.

Parent engagement remained a major strength. Home visits, phone calls, and bilingual communication tools allowed the school to reach 86% of families via Parent Square, which is a new platform, and 100% of TK-8 families via ClassDojo. 100% of parents indicated on the LCAP survey that they felt they received clear information about their child's academic performance and nearly 100% indicated they are well informed of activities at the school. This has led to increased attendance at events.

We received a grant to become a Community School. A Community School partners with families and community organizations to support the academic, social, emotional, and physical needs of students through expanded resources, services, and engagement opportunities. We have since involved students, staff and the community in several events including a community gardening event, community job fair, college fair, career day and a community resource fair. We plan to increase the size of these events and add more next year.

W.E.B. DuBois has also increased parental involvement at their Family Literacy Night, Coffee with the Principal. New training topics and resources—especially those tied to wellness and job readiness—helped draw in new participants and ensure that school remains a hub for community connection.

Reflections: Technical Assistance

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

Our technical provider is FCSS who has continued to supported us this year in fine tuning our instructional practices with fidelity to the common core standards. Specifically, they have provided workshops and one-on-one instructional coaching in supporting English Language Development in Elementary, Supporting English Language Development in secondary classrooms, increasing critical thinking in Math, aligning science instruction to Next Generation Science Standards, and building the capacity of our leaders to support teachers as they increase instructional rigor and student engagement. Their support has been instrumental in helping us implement research-based instructional best practices with greater consistency across classrooms and in using data to drive instruction. Through regular collaboration and walkthroughs, FCSS has helped ensure that our instructional shifts translate into meaningful student outcomes.

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.

School no longer in 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.

School no longer in CSI

Monitoring and Evaluating Effectiveness

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

School no longer in CSI

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents Advisory /Community Meetings	Surveys of Parents, Public Hearings, Informative Meetings and Dialogue 10/29/25 , 1/29/26, 2/18/26 , 3/11/26 , 5/13/26 , 5/27/26
School Site Council	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialogue 10/29/25 , 1/29/26, 2/18/26 , 3/11/26 , 5/13/26 , 5/27/26
DELAC/ English Language Advisory Committee	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings. Financial Aid Information and dialogue 10/29/25 , 1/29/26, 2/18/26 , 3/11/26 , 5/13/26 , 5/27/26
Fresno County Superintendent of Schools	Feedback Meetings with Consultants and Administration, Professional Development, and Technical Assistance Provider, Community Grant 08/18/25, 08/26/25, 08/28/25, 08/28/25, 09/05/25, 09/11/25, 09/12/25, 09/12/25, 09/15/25, 09/30/25, 10/01/25, 10/10/25, 10/15/25, 10/20/25, 10/24/25, 10/29/25, 10/30/25, 11/17/25, 11/17/25, 11/20/25, 12/05/25, 12/15/25, 12/18/25, 01/14/26, 01/15/26, 01/16/26, 01/27/26, 01/28/26, 01/28/26, 02/06/26, 02/16/26, 02/19/26, 03/16/26, 03/26/26, 04/20/26, 04/23/26, 05/07/26, 05/18/26, 05/28/26
Career Pathway and Business, Community Advisory Committees	Advisory input meetings, data sharing of community and employer needs. 11/12/25 , 5/28/26
Students	Surveys, Interviews, and Focus Groups

Educational Partner(s)	Process for Engagement
	4/29/26-5/8/26, 5/8/26-5/12/26 Student Equity Interviews: 4/1/26-4/28/26 Attendance Research Survey: 5/8/26-5/12/26
Social Workers	04/10/26, 04/24/26, 05/01/26, 05/08/26, 05/15/26, 05/22/26, 06/19/26
Parents	Surveys, Call Banks, Zoom Meetings 4/28/26 , 5/1/26, 5/5/26, 5/4/26 Parent Survey: 4/29/26 Parent Equity Interviews: 4/1/26-4/28/26
Teachers and Classified support staff	Surveys, Meetings, focus groups PLC's Every Wednesday 08/12/25-05/29/26 Student Support Counselor Focus Group: 4/30/26 Teacher Instructional Outcomes Focus Group: 2/10/26 Staff Survey Results Focus Group: 5/22/26 Staff Equity Interviews: 4/1/26-4/28/26
Agape Governing Board	Governing Meetings, Public Hearings 08/11/25, 10/27/25, 12/01/25, 02/02/26, 03/23/26, 05/18/26, 06/08/26
Community Events (Community Schools Grant Activities)	Community Garden Event, Community Resource Fair, Job Fair 3/13/26, 5/16/26

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

The 2026-2027 LCAP was developed through a comprehensive educational partner engagement process that included annual LCAP surveys, attendance surveys, School Site Council (SSC), English Language Advisory Committee meetings, parent meetings, staff meetings, student feedback opportunities, focus groups, empathy interviews, and public board meetings. Feedback from educational partners was reviewed alongside student outcome data and implementation evidence to evaluate progress on existing goals and identify priorities for continuous improvement. The reflections and future actions included within Goals 1, 3, 4, and 5 were directly informed by educational partner feedback.

Parent Feedback:
Parents expressed high levels of satisfaction with school safety, communication, attendance efforts, academic progress reporting, and college and career readiness preparation. Parents also identified a desire for expanded extracurricular opportunities, career-related

experiences, and continued family engagement opportunities. This feedback supported the school's decision to continue expanding family engagement events and parent learning opportunities reflected in Goal 5. Parent feedback also reinforced the importance of maintaining college and career readiness opportunities, including dual enrollment, certifications, and work-based learning experiences described in Goal 4. Additionally, parent concerns regarding student attendance supported the continued focus on addressing chronic absenteeism through targeted attendance improvement efforts outlined in Goal 3.

Student Feedback:
Student attendance survey results identified health concerns, transportation challenges, stress, mental health needs, school engagement, and academic concerns as barriers to attendance. Students also expressed a need for engaging learning experiences, meaningful activities, and support in recovering missed work. This feedback directly influenced the Goal 3 reflection and future actions focused on researching root causes of chronic absenteeism, developing targeted attendance interventions, monitoring individual student groups more closely, and strengthening supports for students experiencing attendance challenges. Student feedback also reinforced the continued focus in Goal 1 on increasing rigorous hands-on learning opportunities and student engagement practices aligned to the Workshop Model.

Teacher Feedback:
Teachers and staff emphasized the importance of teacher training opportunities to support them with small group instruction and using data to inform targeted small group instruction and intervention. Staff feedback aligned closely with Goal 1 reflections and future actions focused on using benchmark and formative assessment data to guide small group instruction, refining intervention systems, strengthening alignment to grade-level standards, and expanding professional development related to data analysis, student engagement, and implementation of the Workshop Model. Staff feedback about how attendance is negatively affecting student outcomes during focus groups also supported efforts to strengthen attendance monitoring systems and targeted supports for special populations reflected in Goal 4.

School Board Feedback: The Governing Board reviewed student outcome data, educational partner feedback, and implementation evidence throughout the year. Board discussions emphasized the importance of improving academic outcomes, addressing chronic absenteeism, strengthening college and career readiness opportunities, and maintaining strong family engagement systems. This feedback supported the continued focus on instructional improvement and intervention systems in Goal 1, attendance improvement efforts in Goal 3, expansion of college and career readiness opportunities in Goal 4, and strengthening family-school partnerships and engagement systems in Goal 5.

Public Feedback: Opportunities for public input were provided during regularly scheduled board meetings, public hearings, and through the posting of the draft LCAP. To date that has not been any public feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Academic Performance Outcomes for Students This is a focus goal as we are needing to increase academic performance on the SBAC in the areas of English, Math and Science. Our Language Arts Scores have declined post pandemic due to learning losses our students suffered. Math achieved lacks mobility in increasing proficient or advanced student outcomes. Our Science scores have begun to show some changes but the need is still evident. Currently, additional measures out side of SBAC such as locator benchmarks have shown promise.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed as a result of student SBAC data and data analysis completed during the Mid Year LCAP Report. The data was provided to parent, student and staff stakeholders for input. Students revealed on there survey that additional tutoring and expanded after school activities would help to increase support and translate into increase performance outcomes. Additionally, expanded therapeutic counseling was also identified as a need to increasing the amount of students able to focus on academics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model and	Professional Development, and Technical Assistance Provider. Total 13	Professional Development, and Technical Assistance Provider	Professional Development, and Technical Assistance Provider completed	Professional Development, and Technical Assistance Provider.	46% Increase from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional strategies across core subjects.	Professional Developments 8/24/23 9/13/23 9/27/23 10/11/23 10/25/23 11/8/23 11/29/23 12/13/23 2/13/24 3/13/24 3/18/24 4/5/24 5/11/24 Professional development for computations, EL Standards	completed sessions: Total 19 Professional Developments 9/6/24 ELA/Science/Math 9/12/24 EdTech 9/20/24 Cross-Curricular Writing 10/4/24 Science 10/8/24 All Subjects District PD 10/11/24 Cross-Curricular Writing 10/18/24 Science 11/8/24 Leadership 11/12/24 Ed Tech 11/15/24 8-12 Math 12/12/24 Leadership 1/15/25 Ed Tech 1/24/25 Cross-Curricular Writing 2/14/25 Science/Math 3/12/25 Ed Tech 3/21/25 Cross-Curricular Writing 4/9/25 Leadership 5/2/25 Math 5/9/25 Leadership	sessions: Total 19 Professional Development Sessions 8/11/25 Workshop Model 8/13/25 Workshop Model 8/15/25 NGSS Aligned Science Instruction 8/26/25 Special Education 9/5/25 Differentiation/UDL 9/12/25 2 Sessions Differentiation/UDL , Sci Labs 9/19/25 Workshop Model 9/22/25 Special Education 10/3/25 Science Labs 10/6/25 3 sessions: Engaging Stations, Math Fluency, UDL/Differentiation 10/30/25 ELD 11/6/25 Workshop Model 1/14/26 ELD 1/16/26 ELD	Total 18 Professional Developments Including additional professional development in AVID Program, 1 day LEA leadership training, Focus Area on how to Integrate College and Career Readiness Culture.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				1/23/26 2/6/26 ELD Differentiation/UDL 2/12/26 Intervention 3/6/26 and 4/10/26 Data Analysis for planning stations		
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	SBAC 2022-23 CA Dashboard Distance From Standard: 113.2 Points Below Increase of 2.8 Points Red Dashboard Indicator Math Scores exceeding or meeting Standards was 14.9% EL: 13.04% SED: 14.65% HL: 9.09% SWD: 26.32%	SBAC 2023-24 CA Dashboard Distance From Standard: 104.1 Points Below Increase of 9.1 Points Orange Dashboard Indicator Math Scores exceeding or meeting Standards was 15.9% EL: 17.50% SED: 15.37% HL: 8.33% SWD: 27.27%	SBAC 2024-25 CA Dashboard Distance From Standard: 102.9 Points Below Increase of 1.1 Points Red Dashboard Indicator Math Scores exceeding or meeting Standards was 20.71% EL: 25.72% SED: 20.36% HL: Too Few to Display% SWD: 44.82%	SBAC 26-27 SBAC 2026-27 Math Scores exceeding or meeting Standards will be: 21%	5.81% Increase in students exceeding or meeting standards from Baseline 10.1 point increase in distance from standard on CA Dashboard Dashboard Indicator Remained Red
1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	Currently we have 2 credentialled math teachers for both high school and middle school grades. We also have contracted with	Maintained 2 credentialed math teachers. Added paraprofessional	Maintained 2 credentialed math teachers, paraprofessional tutor	Students in Grades 6-12 will receive compacted curriculum leading to college algebra. Students will	+ 1 paraprofessional tutor

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Edgenuity to provide students with a virtual fully credentialled teacher.	tutor in Math Classes. Incorporated tutoring into the afterschool program for grade K-12.	in math classes, and tutoring in the afterschool program.	receive built in tutor/coach for during independent practice.	
1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Currently, 100 percent 1:1 ratio for assisted technology for all subgroups.	Maintained 1:1 ration for all subgroups. Expanded diversified technology from 200 devices to 275.	Maintained 1:1 ratio for all special subgroups.	Maintain 100 percent 1:1 ratio for assisted technology for all subgroups, while expanding diversified technology by 15%	35% Increase from Baseline
1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses.	65% of students are currently enrolled in afterschool tutorial.	68% of students are currently enrolled in afterschool tutorial.	80% of student body participate in tutorials, leading towards completion of A-G courses grades 7-12.	Additional 12% needed to reach goal.
1.6	English Language Arts will focus on Reading and Writing literacy.	Interventional Foundational English class will be provided for students who need additional practice with basic skills. Additionally, Multiple Tier Support Systems will leverage best practices to be utilized to support tiered student groups and	2 ELA teachers have received Reading Intervention Specialist credential. 100% Science and CTE Teachers have participated in cross-curricular	100% of Science and CTE teachers have participated in cross-curricular PD this school year that included planning for	50% of ELA and Social Studies Teachers with Reading Intervention Specialist credential. 50% of 100% Science and CTE Teachers participate in scholastic writing	+ 2 teachers with Reading Intervention Specialist Credential Addition of Cross-Curricular writing professional development

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		provide Equity interventions for unduplicated pupils including EL, Homeless, Foster, Low-income students, Hispanic, African American students. SPED and 504 modification and accommodation. Currently 80% implemented	writing professional development sessions and received instructional coaching.	writing stations within the workshop model. All teachers have participated in at least 3 Professional Development sessions focused specifically on planning reading and writing stations in the workshop model.	professional development in : 1. Research Writing (Experimental Method) 2. Review of Literature (Expository Text). 3. Literary Response to Text and Media (including film). 4. Argumentative Writing	across 100% of grades/subjects.
1.7	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.	Currently Science Teachers receive professional development with a total of 13 professional developments a year.	In addition to all-teacher professional development sessions, science teachers participated in the NGSS aligned professional workshops on planning for standards aligned, hands on instruction: 9/6/24 10/4/24 10/8/24 10/18/24	Science Specific Professional Learning to date this year: 8/15/25 Science PLC focused on planning/pacing NGSS aligned units 9/12/25 Science PLC focused on planning for NGSS Aligned Hands on Labs	Total of 18 professional developments in NGSS science standards and engagement strategies. Including computer science courses, and AP science instructional framework and implementation strategies.	+ 9 Science Professional Learning Sessions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2/14/25 3/21/25	10/3/5 Science PD Choosing and Implementing Virtual Labs with Gizmos		
1.8	Highly Qualified and Credentialed Teachers	2021-22 Teaching Assignment Monitoring Outcomes 20.5 Total Teaching Staff FTE 58.4% Clear 2.4% Out of Field 4.2% Intern 12.5% Ineffective 22.6% Incomplete 0.9% Unknown	2022-23 Teaching Assignment Monitoring Outcomes 19.5 Total Teaching Staff FTE 60.6% Clear 5.2% Out of Field 20.0% Intern 10.8% Ineffective 2.6% Incomplete 0.9% Unknown	2023-24 Teaching Assignment Monitoring Outcomes 21.90 Total Teaching Staff FTE 64.39% Clear 8.32% Out of Field 9.10% Intern 0.0% Ineffective 18.14% Incomplete/Unknown Get projections for 24-25 from Ms. Washington.	The number of misassigned teachers will decrease by 5% each year.	2.2% decrease in misassigned teachers has decreased by In Progress

Goal Analysis [2025-26]

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.

W. E. B. DuBois continued implementation of all planned Goal 1 actions with a focus on strengthening instructional quality, increasing student engagement, and expanding academic intervention supports. Professional development remained a major focus area with continued training in the Workshop Model, differentiation, ELD, intervention strategies, NGSS aligned science labs, and data analysis for instructional planning. The school continued 1:1 technology access for special student groups. Successes included increased cross-curricular literacy

instruction, and improved systems for using benchmark data to guide instruction. Challenges remain in increasing overall math performance and accelerating learning for students performing significantly below grade level.

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.

Spending aligned closely with the plan. All actions were carried out without delay, and there were no material differences between budgeted and actual expenditures.

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

The actions under Goal 1 resulted in stronger instructional systems and increased academic supports for students. Teachers demonstrated greater use of small group instruction, stations, and differentiated activities through continued implementation of the Workshop Model. On the end of year professional development survey, teachers have indicated they need additional training on planning small group instruction and best practices for teaching priority standards in literacy and math. While progress was made in strengthening classroom instruction and intervention systems, student achievement data continues to show the need for ongoing focus in mathematics and continued acceleration of foundational skills for students performing below grade level.

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.

Based on reflection and review of student outcome data, the school plans to continue refining instructional practices and intervention systems in the coming year. Additional emphasis will be placed on using benchmark and formative assessment data to guide small group instruction and targeted interventions, particularly in mathematics and core literacy skills. The school also plans to continue expanding professional development on using data to plan for targeted small group instruction in math, aligning curriculum and instruction to grade level common core standards with a focus on priority standards, and student engagement practices aligned to the Workshop Model. Continued focus will be placed on increasing rigorous hands-on learning opportunities and maintaining stable credentialed staffing in core content areas.

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	Professional Development will increase by 2 additional workshops increased to 10 to	The workshop model is the main instructional model adopted for the purpose of differentiating instruction and increasing engagement to meet the needs of all students. However, implementing the model requires adaptation of the school's adopted high quality math and English language arts curriculum. To facilitate workshop model implementation teachers will receive a minimum of 10 professional development sessions. The focus	$796,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
	focus on the Workshop Model.	will be on utilizing student data, CCSS, and the adopted curriculum to implement the workshop model with fidelity (5 math, 5 ELA/ELD).		
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Benchmark and local assessment data will be used regularly to monitor student progress in mathematics and identify areas of academic need. Teachers and instructional staff will utilize assessment data to guide small group instruction, intervention supports, and targeted instructional planning to improve student achievement in mathematics.	$917,243.00	Yes
1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	Qualified Substitutes will be utilized for tutorial supports in each course. This will allow increased 1:1 attention in Mathematics .	$870,502.00	No
1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Each Student that qualifies with disabilities are being provided a laptop or Chromebook to be utilized at home with additional tutorial apps.	$848,925.00	No
1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	After School program will increase Academic enrichment services including student engagement incentives and increase student activities.	$112,478.00	Yes
1.6	English Language Arts will focus on Reading and Writing literacy.	Upon review of State and local Assessments learning losses have been experienced post Pandemic this action will address those learning losses by focusing on identified gaps. Instructional Staff will support vocabulary development, increased reading and writing activities by 20%. The workshop model will be used as a focus of delivery to students. Individualized support will be provided through personalized tutorials . Professional Development will also focus on School wide Reading and Writing literacy. Increased Student engagement activities including family reading night, incentives for students moving reading levels and	$131,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
		incremental achievement acknowledgments of our students will be incorporated.		
1.7	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.	Teachers will participate in interactive Science Professional Developments in order to increase Student Engagement in Science and increase the number of Science labs by additional 10 labs per year.	$217,904.00	No
1.8	Highly Qualified and credentialed Teachers	The number of Highly qualified teachers will increase through hiring incentives in supporting Credential completion and Development. Title II will assist in the financial apportionment toward highly qualified credentials and beginning Teachers Induction program. The number of Misassigned teachers will decrease by 5% each year.	$128,941.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Academic Performance Among EL students	Focus 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our school has a large English Learner population ELPAC scores show a decrease in proficient and advance areas. Parent and student suverys revealed extended program needed for students to have more access to the benefits of the EL program. REALP monitoring also needed to be revised to fit our student needs according to self audit data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Long-term Students completing ELPAC will make progress in Reading, Listening, writing, and speaking. In addition, They will increase participation rate.	Data year:2023~2024 Data Source: ELPAC 14.4% students score a Level 4 22.7% scored a Level 3	Data Year: 2024-2025 Data Source: ELPAC Scores 17.5% scored a Level 4 40.5% scored a Level 3	2025-26 ELPAC Tests completed in March. 55 of 59 test scores received as of 5/14/26 23.6% scored a Level 4 40.0% scored a Level 3	10% of overall EL students that qualify as Long-term EL will increase 1 performance Band toward Level 3 or 4 from 1 or 2.	12% Increase in Level 4 17% Increase in Level 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	All instructional Activities will be EL standards aligned.	100 percent of designated EL establish by deployment. Teachers receive support with Integrated ELD students.	Maintained 100% deployment of designated EL and support during integrated ELD.	Maintained 100% deployment of designated EL and support during integrated ELD. ELD Standards were added to lesson planning templates for all subjects and posted in all classes in addition to content specific standards. ELA teachers have received instructional coaching from FCSS focused on ELD instruction.	100% fully implemented with expanded EL aligned activities.	Maintained 100% implementation
2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Through our educational partnership with Fresno County Superintendent of Schools, they will provide virtual PD on the ELA/ELD Framework as well as ELD standards. Partnering with our PLCs, focusing on best practices for EL	Professional Development sessions provided on ELD standards, best practices, and differentiation. 9/6/24 TK-12 9/20/24 TK-12 10/8/24 TK-12 10/11/24 TK-12 11/15/24 TK-5	100% of teachers have received at least 3 PDs this school year that specifically address ELD strategies in their content area. Grades 6-12 ELA/ELD	100 percent of teachers to receive PD on how implement integrated ELD with fidelity.	100% of teachers participated in 6 sessions of ELA/ELD PD TK-5 teachers participated in an additional 3 sessions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.	1/17/25 TK-5 1/21/25 TK-5 1/24/25 TK-12 3/21/25 TK-12	teachers and TK-5 teachers have completed 4 Professional development sessions that have included strategies for small group instruction, academic discourse, and creating stations that include all 4 ELD domains: speaking, listening, reading and writing.		
2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclasssification monitoring EL students will be mandated.	2023-2024 ELPAC: Progressed at least one level: 45% Maintained: 31% Decreased: 25% 14.4% scored a Level 4 and are eligible for reclassification.	2024-25 ELPAC: Progressed at least one level: 66% Maintained: 18% Decreased: 12% 17.5% scored a Level 4 and are eligible for reclassification.	2025-26 ELPAC: 55 of 29 ELPAC results received as of 5/14/26 Progressed at least one level: 65.4% Maintained: 13.5% Decreased: 21.2% 23.6% scored a Level 4 and are eligible for reclassification.	EL Progress at a Level of Green or Blue on the California Dashboard.	20.4% Increased in students progressing at least one level. 9.2% Increase in students eligible for reclassification

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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.

W. E. B. DuBois implemented all four planned actions under Goal 2, with a continued focus on strengthening outcomes for English Learners (ELs) through integrated instructional supports, professional development, and reclassification efforts. Daily deployment for structured ELD lessons continued, and all teachers implemented integrated ELD strategies across content areas. A total of nine professional development sessions were provided on the ELA/ELD Framework, including four sessions for all teachers and four additional sessions targeting TK–5 staff. Teachers reported that this support increased their confidence in using designated and integrated strategies aligned to the Workshop Model. Parents were engaged through DELAC meetings, surveys, and family literacy nights, book giveaways, and monthly literacy goals, which helped guide ongoing program improvements.

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

There were no significant differences between budgeted and actual expenditures. Funds were allocated as planned to support staffing, materials, and EL-specific professional development.

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

As a result of these efforts, W. E. B. DuBois saw a 6% increase in students scoring at Level 4 from 2025 on the ELPAC. The percent of progressing at least one level maintained the significant gain of more than 20% during the baseline year. Although there are still four additional scores pending, the preliminary results guarantee that DuBois will continue to meet the goal of obtaining a green or blue rating for English Learner Progress on the California Dashboard for 2025-2026.

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.

Based on reflection and review of student outcome data, W. E. B. DuBois will continue strengthening integrated and designated ELD instruction through ongoing professional development aligned to the Workshop Model and ELA/ELD Framework. Additional focus will be placed on early literacy development, targeted support for long-term English Learners, and continued family engagement efforts to support English Learner progress and reclassification outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure Stakeholders have increased knowledge and training of the schools' EL program.	Parents and Community will be invited to participate in trainings for the schools' English Learner program. This is a need expressed on our surveys as Parents, Students and Community needs to be aware of the resources it provides. By being aware of the resources parents, students and community can take advantage of its opportunities additionally input from stakeholders would be considered when formulating what type of trainings that will be provided starting 2024-2025.	$756,399.00	No
2.2	All instructional Activities will be EL standards aligned.	Through stakeholder input the EL action plan would be revised and readopted, to focus on program quality. The EL program that teachers follow will guide instructional minutes and supports.	$44,959.00	Yes
2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Teachers will receive Professional Development on how to effectively use EL strategies and also how to incorporate the EL strategies within the workshop model. The workshop model for EL learners will promote groups focused on reading, listening, speaking and writing.	$131,498.00	Yes
2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclasssification monitoring EL students will be mandated.	Students will meet all the factors associated with reclassification including scoring level 4 on the ELPAC. SBAC must be at Basic or above in ELA. Or Students will meet the local assessment factor within the EL Plan. Students will be provided tutoring to increase ELPAC and SBAC scores to meet the additional criteria. From our internal EL needs assessments the process of reclassification and monitoring or reclassified students will need to be revised and implemented by beginning of the school year 2024.	$83,789.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Decrease Chronic Absenteeism and Truancy to increase student learning. This goals is a Broad Goal as the goal is asking for a decrease in truancy and specific measurable out comes will be defined in the action items including increase number of days present on campus and after school programs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	2022-2023 Chronic absenteeism: Source CA Dashboard (K-8): 35.1% Source DataQuest (K-12): 25.4%	2023-2024 Chronic absenteeism: Source CA Dashboard (K-8): All: 35.3% Black/African American: 31.7% Hispanic: 36.9% English Learners: 38.6% Students with Disabilities: 41.9%	2024-2025 Chronic absenteeism: Source CA Dashboard (K-8): All: 36.7% Black/African American: 35.3% Hispanic: 36.3% English Learners: 41.5% Students with Disabilities: 45%	Chronic Absenteeism will decrease with an indicator of Green on the California Dashboard by the 2026-2027 School Year	Increased by 1.4% on CA Dashboard (K-8) Decreased by 1.0% on DataQuest (K-12)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 35.3% Source DataQuest (K-12): All: 24.7% Black/African American: 25.7% Hispanic: 24.13% English Learners: 29.3% Students with Disabilities: 34.5% Socioeconomically Disadvantaged: 25.1% Dashboard Color Red	Socioeconomically Disadvantaged: 36.6% Source DataQuest (K -12): All: 23.7% Black/African American: 28.8% Hispanic: 21.6% English Learners: 28.9% Students with Disabilities: 34.5% Socioeconomically Disadvantaged: 23.7% Dashboard Color Red		
3.2	Increased Parent, Student and Stake holder Communications to increase attendance	School Messenger Broadcasts for grades 6-12: School messenger reaches 63% of parents(phone). Email reaches 25% of parents.	PARENT SQUARE (New Sept 24): 92% of families connected Type of connection: 30% email, 69% text, 14% app Activity: 34 Posts	PARENT SQUARE (New Sept 24): 92% of families connected Type of connection: 35%% email, 65% text, 10% app	80% of parents connected 90 activity posts	Increased Percent of parents connected from 63% to 92% Increased activity from 34 posts to 98 posts.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Activity: 98 Posts (English and Spanish)		

Goal Analysis [2025-26]

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.

W. E. B. DuBois implemented both planned actions under Goal 3, maintaining a focus on decreasing chronic absenteeism through targeted student supports and increased parent communication. School Messenger and ClassDojo were used to expand outreach, with 85.1% of families reached by phone and 100% of TK-8 Families connected via ClassDojo. Weekly outreach meetings with families and students continued to be held to address attendance barriers and provide direct support.

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 expenditures aligned with the approved budget, and both actions were carried out as intended. Funds supported expanded communication systems, outreach tools, and attendance-focused incentives.

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

While there has been a nominal decrease in overall absenteeism of 1%, chronic Absenteeism continues to rise among our K-8 students. This rise has been disproportionate among student groups with the highest increases being in Students with Disabilities, English Learners, and Black/African American students.

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.

In response to the increasing chronic absenteeism rates in our K-8 students, a team has been formed in collaboration with our technical service provider, Fresno County Office of Education, to further research the root causes, create an improvement plan, implement solutions, and more closely monitor progress over the school year. One change that was made to support monitoring was to add the student group statistics to our goal 3.1 metrics. We have also conducted a student attendance research survey as a way to understand why students are not coming to school and supports they may need.

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	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	Increase the number of student interventions to combat truancy including Mental Health Services, Free Expanded Bus Transportation, Decreased Bullying and incentives to attend school.	$132,725.00	No
3.2	Increased Parent, Student and Stake holder Communications to increase attendance	Parent Surveys and Parent input have mandated the school to add text messaging and virtual meetings as an additional form of communication. Parent have also requested training on how to increase the number of days how their child/ren attend school. We will leverage our parent involvement and resources for community outreach and support to decreased Chronic absenteeism.	$26,409.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be prepared for College and Career Readiness by enrolling in Dual Enrollment Courses along with completing a CTE or Career pathway course sequence as a graduation requirement. This goal is a focus goal due to it is a new goal and it is a focus to improve California Dashboard outcomes. We are currently in the Red on the California Dashboard indicator of College and Career Readiness which is measured by this go	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Review of data and parent and students surveys reveal expanded opportunities are needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	80 percent of students earned a grade of C or higher in CTE sequence courses.	77% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of C or higher.	97.8% percent of students enrolled in a CTE course sequence in the Fall 2025 earned a grade of C or higher.	All graduating credit eligible seniors will have completed 2 CTE sequenced courses , earning a C- or higher by the 2026-2027 school year.	Increase of 17.8%
4.2	CTE Student completers will receive a certificate	This is in the planning phase and will be	In progress for 24-25 Graduates	Industry Certifications	All graduating credit eligible	In Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or certification upon completion of CTE or Career Pathway course.	implemented in the 24-25 school year.		were added for CTE Completers of the Business and Medical Pathways effective the 24-25 School Year. 7 Students are on track to earn CPR Certification in June 2026	seniors will receive an industry related certificate or certification, by the 2026-2027 school year.	
4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	Currently this is in the planning phase and will be fully implemented with the addition of a CTE course, in the 24-25 school year	Allied health certificate program to be offered in the 25-26 school year.	In Planning Phase	Dual enrollment courses will include 5 sequenced courses within student major, and 3 general education courses, towards degree completion by 2026-2027 school year. For 1 college credit earned, students will receive 5 H.S credits.	New program designed and ready for enrollment 25-26
4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional	This is currently in the planning phase, as all students participate in an individual learning plan, that includes planning for CTE courses. However with	Maintained 100% of students participating in an individualized learning plan.	Maintained 100% of students participating in an individualized learning plan	COST system for intervention will be sustainable by 2026-2027 school year, that identifies needs and provides wrap	Maintained Individualized Learning Plan (ILP) participation Added Tier 2 Support Services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Counseling and resources in order to successfully transition in College or Career readiness	this new goal, we will be rolling out resources throughout the year, as partnerships are leveraged, and new partnerships are established.	Additionally, students in special populations are offered Tier 2 support services; targeted assistance in academics, and college and career planning.	Maintained Tier 2 Support Services for special populations, targeted academic support, and college and career planning.	around support to students in special population. Will have 1 devoted student support staff towards college counseling, and 1 devoted towards career readiness and planning.	for Special Populations.
4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	This is in the planning phase and will be fully implemented in the 24-25 school year.	Students who completed their CTE concentrator course with a C or better have been provide job shadowing, internships and work-based learning opportunities. Additional opportunities are still planned.	Maintained job shadowing, internships and work-based learning opportunities for students who have completed their CTE concentrator. Additional opportunities are planned.	All graduating seniors will have 120 hours of paid/unpaid job shadowing experience by the 2026-2027 school year. This will be translated into 10 elective credits.	Implemented

Goal Analysis [2025-26]

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.

W. E. B. DuBois continued implementation of all planned Goal 4 actions with a focus on strengthening college and career readiness opportunities through CTE pathways, dual enrollment planning, and expanded student supports. Students continued participating in individualized learning plans, job shadowing opportunities, and CTE pathway coursework, while additional industry certifications and dual enrollment pathways remained in development. This year, the school also implemented a bi-weekly monitoring report tracking students earning a C or better in CTE courses, disaggregated by special populations including students with disabilities and foster/homeless youth,

which increased opportunities for targeted intervention and support. Counselors also increased collaboration with RSP teachers to better support students in special education with college and career planning. Successes included increased CTE course success rates and continued expansion of career readiness opportunities, while ongoing challenges remain in expanding certification opportunities and scaling work-based learning experiences for all students.

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.

Implementation matched the budget plan. This was a big year of planning and progress, especially with CTE certifications and dual enrollment programs. Some certifications are still in development, but the groundwork is in place for next year.

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

The actions implemented under Goal 4 continued to strengthen college and career readiness opportunities for students. Student success in CTE pathway courses increased, with 97.8% of students enrolled in a CTE sequence earning a C or higher during Fall 2025. Continued implementation of individualized learning plans, targeted Tier 2 supports, and increased monitoring of CTE course performance helped counselors and staff identify students needing additional intervention, particularly among special populations. Expanded collaboration between counselors and RSP staff also improved support for students in special education as they progressed through CTE and college readiness pathways. While progress continues in expanding certifications, dual enrollment pathways, and work-based learning opportunities, these areas remain ongoing focuses 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.

Based on reflection and review of implementation data, the school plans to continue expanding dual enrollment, certification, and work-based learning opportunities connected to CTE pathways. Additional focus will be placed on strengthening monitoring systems for student progress in CTE coursework, increasing targeted supports for special populations, and expanding collaboration between counselors, RSP staff, and pathway teachers to ensure students remain on track for college and career readiness outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	All Graduating students will complete a CTE sequence before or	Students will be enrolled in CTE courses as early as 9th grade. Students will be evaluated and monitored to ensure all classes leading up to the capstone are completed with a C or better.	$181,592.00	No

Action #	Title	Description	Total Funds	Contributing
	upon graduation from high school.			
4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	All CTE course sequences will provide students with a certification to increase career options and to foster high skilled workers and increased wages. Student will be required to pass each course with a C or better.	$374,272.00	No
4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	Our data from DASS shows a need to increase College and Career readiness for our students. This Goal will work in partnership with Agape College of Business and Science which is an accredited College which provides multiple career pathways within the Charters. Students may also attend another dual enrolled program that has an articulation agreement with the Charter. The Partnership will ensure the expansion at which each charter site at at least 1 program each year. Our DASS Graph will move one color each year.	$191,000.00	No
4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	Students and Parents of special population have expressed the need to expand more hands on expanded pathways additionally various support were identified as a need for student of special population including home technology, 1:1 mentoring and counseling.	$86,234.00	No
4.5	All Students will have access to paid and unpaid job shadowing and work experience	15% of all work experience internships would be paid internships or job shadowing opportunities. Expanded partnerships will be developed to Agape College of Business and Science and Partnership with the charter to expanded work base opportunities.	$42,952.00	No

Action #	Title	Description	Total Funds	Contributing
	opportunities before graduation.			

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase Parent engagement and training promoting community	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	SCHOOL MESSANGER: Broadcast Numbers for Dubois TK - 5 is 135 messages: (2 languages) 98% messages and 2% emails. Broadcast Numbers for Dubois 6-12 is 88% combined for telephone and email messages that are delivered to parents. Emails are sent in two languages.	SCHOOL MESSANGER: 106 Messages (2 languages) 98% phone messages, 2% emails 88% read/delivered PARENT SQUARE (New Sept 24): 92% of families connected Type of connection: 30% email, 69% text, 14% app Activity: 34 Posts	SCHOOL MESSENGER: No longer used PARENT SQUARE (New Sept 24): 92% of families connected Type of connection: 35%% email, 65% text, 10% app Activity: 98 Posts (English and Spanish) CLASS DOJO:	90 percent of read/delivered text and emails to all parents.	Replaced School Messenger with Parent Square & Class Dojo

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CLASS DOJO: 100% of TK-5 Classes are connected to parents via parent square.	100% of TK-5 Classes are connected to parents via parent square.		
5.2	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	Currently, 13 parent training opportunities with parent meetings	13 parent training opportunities with parent meetings	Financial aid-FASFA Workshops: 10/29, 10/30, 1/27, 1/28, 2/3, 2/4, 2/10, 2/11, 2/17, 2/18, 2/24, 2/25. Senior Meetings: 2/18, 4/28 SSC meetings, ELAC meetings: 10/29, 1/29, 3/11, 5/14 Community Resource Fair: 3/13 Community Gardening Education Day: 4/11, 5/16 Family Literacy Night: 4/22	15% of parent participation in program offered through ACBS and or local parent trainings.	Increased from 13 to 22 parent training opportunities

Goal Analysis [2025-26]

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.

Parent and family engagement continues to be a significant strength at W. E. B. DuBois Public Charter School. The school remains committed to building strong partnerships with families through ongoing parent trainings and engagement opportunities designed to support student success, college and career readiness, literacy development, and community connection. To ensure accessibility for all families, Spanish translation services continue to be provided at major events and workshops, including college and career planning sessions, financial aid support workshops, community resource events, and family literacy nights.

The school also expanded communication systems to strengthen family engagement and increase access to schoolwide information. This year, the school successfully launched ParentSquare, resulting in over 100% family connectivity through text messaging, email, app notifications, and direct communication, with 98 schoolwide posts shared to date. In addition, all TK–5 classrooms continue utilizing ClassDojo to maintain ongoing parent communication, and middle school implementation was added this year, resulting in approximately 65% parent connectivity at the secondary level.

Family participation and stakeholder involvement continue to increase across multiple areas. Parents consistently attend SSC, ELAC, and schoolwide events, while participation in school surveys has grown compared to previous years, providing valuable feedback to guide school improvement efforts. Increased parent involvement has also been evident in community-based training programs, particularly those focused on career development, workforce readiness, and family support services.

Additionally, parents and community members have played an integral role in the implementation and planning of Community Schools Grant initiatives and served as valuable stakeholders during the school's successful six-year accreditation visit through the Western Association of Schools and Colleges (WASC). Their ongoing input and collaboration continue to shape school programs, strengthen student supports, and enhance the overall educational experience for all students and families.

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 planned actions were implemented with fidelity and aligned to budget. Expanded outreach was made possible through use of community grant funding and continued partnership with Agape College of Business and Science.

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

Home visits and personalized phone calls continued to serve as highly effective strategies for strengthening family engagement, particularly with families facing barriers to participation or complex personal and socioeconomic needs. These targeted outreach efforts contributed to increased parent participation in college and career readiness events, while parent survey data reflected greater awareness of school programs, supports, and opportunities available to students and families. Additionally, the expansion of wellness resources and

workforce/job-readiness trainings successfully engaged new families who had not previously participated in school activities, further increasing access, strengthening relationships, and deepening overall family and community involvement.

We also identified areas needing continued improvement, particularly related to parent access and consistent utilization of the Aeries Parent Portal to monitor student academic progress, attendance, grades, and school information. Feedback and surveys showed that some families continued to experience possible challenges navigating the platform or accessing student information consistently. In response, the school will continue strengthening parent access support and training at our beginning-of-the-year orientation sessions, add hands-on schoolwide parent training, and ongoing technical assistance support to ensure families are equipped to actively monitor and support their child's academic progress throughout the school year.

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.

Looking ahead, we plan to build upon this momentum by expanding opportunities for parents and families to engage in meaningful learning experiences alongside their children, while continuing to provide bilingual communication, translated materials, and accessible resources that strengthen family-school partnerships. Survey feedback and stakeholder input will continue guiding future family engagement topics to ensure training, workshops, and events remain responsive to the academic, social-emotional, college and career readiness, and wellness needs of students and families. Additionally, the school plans to strengthen systems for monitoring event participation and measuring family engagement outcomes by implementing digital sign-in, QR Codes and attendance tracking systems, as well as utilizing post-event surveys and feedback forms to evaluate effectiveness, identify areas for improvement, and guide future outreach planning.

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
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	Parents surveys have requested new and innovative ways of communications including utilizing texting, emails, newsletters, and information on multiple languages.	$24,759.00	No
5.2	Increase the number of parent training	Parent Surveys have expressed the need to expand parent trainings including the access to dual enrollment classes. Parents will receive	$35,493.00	No

Action #	Title	Description	Total Funds	Contributing
	opportunities by 10% each year. Offering access to community trainings, and career pathways.	through community resource grant expanded opportunities to Career pathways and trainings that expand their ability to access resources with in the community . Parent will have the opportunity to receive college and Career readiness training the same as out students this will promote family literacy and economic independence as promoted with on our mission.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,465,582	$171,745

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
41.353%	0.000%	$0.00	41.353%

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
1.1	**Action:** Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model. **Need:** CAASPP and local Star Assessment benchmark data indicate a continued need to improve student performance in English Language Arts, Mathematics, and Science. English Learners (21.1% of enrollment),	Professional development will focus on implementation of the Workshop Model, differentiated instruction, intervention strategies, and the use of student assessment data to guide instructional planning. These strategies are designed to increase student engagement, strengthen instructional practices, and improve academic outcomes for English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and other student groups experiencing academic challenges.	Number of Professional Development Sessions Provided

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
	Socioeconomically Disadvantaged students (98.0% of enrollment), and Homeless Youth experience additional barriers that impact academic achievement and benefit from increased access to high-quality instruction and targeted academic support. Teacher surveys, focus groups, and classroom observations also identified a need for additional professional development in the Workshop Model, differentiated instruction, student engagement strategies, and the use of assessment data to guide instruction. **Scope:** Schoolwide	This action is provided on a schoolwide basis because all students benefit from teachers who are equipped with effective instructional practices and strategies. Additionally, because 98% of students are Socioeconomically Disadvantaged and 21.1% are English Learners, the majority of students receiving services are members of an unduplicated student group. Schoolwide implementation ensures consistent instructional practices across grade levels and content areas while increasing access to high-quality instruction for all students.	
1.2	**Action:** Mathematics will be monitored for incremental improvement using benchmark and local assessment data. **Need:** CAASPP Mathematics data continues to identify mathematics as an area of need for W. E. B. DuBois students. The 2024-25 California School Dashboard showed students performing 102.9 points below standard in Mathematics, and Socioeconomically Disadvantaged students, English Learners, and other unduplicated student groups continue to perform below desired levels. Local benchmark and formative assessment data also indicate that many students require additional support with foundational math skills and grade-level standards.	Benchmark and local assessment data will be used regularly to monitor student progress in mathematics, identify learning gaps, and guide instructional planning. Teachers will use assessment results to provide targeted small group instruction, intervention, and differentiated supports to address the needs of students who are not yet meeting grade-level expectations. This action is provided on a schoolwide basis because all students benefit from timely identification of academic needs and access to targeted instructional support. Additionally, because 98% of students are Socioeconomically Disadvantaged and 21.1% are English Learners, the majority of students receiving services are members of an unduplicated student group. Schoolwide implementation ensures that all students have equitable access to intervention and	CAASPP Mathematics Scores Distance from standard and percent of students meeting or exceeding standards.

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
	Scope: Schoolwide	support while allowing staff to consistently use data to inform instruction.	
1.5	**Action:** After School Program will increase by 10% of the number of students participating in After school tutorial. **Need:** Student achievement data, stakeholder feedback, and local assessment results indicate that many students require additional academic support beyond the regular instructional day. English Learners, Socioeconomically Disadvantaged students, and other unduplicated student groups often need additional opportunities for remediation, intervention, and academic enrichment to address learning gaps and improve academic outcomes. **Scope:** Schoolwide	The after-school program provides students with additional opportunities for tutoring, intervention, academic enrichment, and homework support. These services increase instructional time and provide targeted assistance for students who need additional support in meeting grade-level standards. The program also increases student engagement and provides opportunities for students to recover learning loss through personalized support. This action is provided on a schoolwide basis because all students may benefit from additional academic support and enrichment opportunities. Additionally, because 98% of students are Socioeconomically Disadvantaged and 21.1% are English Learners, the majority of students participating in after-school services are members of an unduplicated student group. Providing these services schoolwide ensures equitable access to intervention and enrichment opportunities for all students.	Percentage of enrolled students participating in the afterschool program
1.6	**Action:** English Language Arts will focus on Reading and Writing literacy. **Need:** English Language Arts continues to be an area of need based on CAASPP results and local assessment data. Student performance in reading comprehension, writing, academic	This action focuses on increasing reading and writing opportunities across all grade levels and content areas through the Workshop Model, targeted intervention, personalized tutoring, and cross-curricular literacy instruction. Professional development will support teachers in implementing effective reading and writing strategies, while students will receive additional opportunities to	Number of teachers earning the Reading Intervention Specialist Credential Percentage of teachers participating in Reading and Writing Literacy Professional Development

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
	vocabulary, and literacy across content areas indicates a need for continued focus on foundational literacy skills. English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and other unduplicated student groups often require additional literacy support to access grade-level content and demonstrate proficiency on state assessments. **Scope:** Schoolwide	strengthen literacy skills through differentiated instruction and targeted supports. This action is provided on a schoolwide basis because literacy skills impact student success in every content area. All students benefit from increased reading, writing, and vocabulary development opportunities. Additionally, because 98% of students are Socioeconomically Disadvantaged and 21.1% are English Learners, the majority of students receiving services are members of an unduplicated student group. Schoolwide implementation ensures that students receive consistent literacy support across all classrooms and grade levels.	
1.8	**Action:** Highly Qualified and credentialed Teachers **Need:** Students benefit from access to highly qualified and appropriately credentialed teachers who are prepared to deliver standards-aligned instruction and implement effective instructional strategies. English Learners, Socioeconomically Disadvantaged students, Homeless Youth, and other unduplicated student groups often require additional instructional supports and benefit from experienced teachers who are equipped to differentiate instruction and address diverse learning needs. Teaching Assignment Monitoring data indicates a continued need to recruit, retain, and support fully credentialed teachers. **Scope:**	This action supports the recruitment, retention, and development of highly qualified and credentialed teachers through credential support programs, induction opportunities, and ongoing professional growth. Increasing the number of appropriately credentialed teachers strengthens instructional quality and ensures students have access to standards-aligned instruction delivered by qualified educators. This action is provided on a schoolwide basis because all students benefit from access to highly qualified teachers. Additionally, because 98% of students are Socioeconomically Disadvantaged and 21.1% are English Learners, the majority of students receiving services are members of an unduplicated student group. Schoolwide implementation ensures all students have equitable access to effective instruction and highly qualified staff across all grade levels and content areas.	Teacher Assignment Monitoring Outcomes: Percentage of Fully Credentialed Teachers, Percentage of Misassigned Teachers

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
	Schoolwide		
2.2	**Action:** All instructional Activities will be EL standards aligned. **Need:** English Learner data indicates a continued need to strengthen language development and academic achievement for English Learners. During the 2025-26 school year, 63 students, or 21.1% of enrollment, were identified as English Learners. ELPAC results demonstrate the need for continued focus on English language acquisition through both designated and integrated English Language Development instruction. English Learners require consistent access to instruction that is aligned to ELD standards and integrated throughout the school day to support language development and access to grade-level content. **Scope:** Schoolwide	This action ensures that instructional activities are aligned to California ELD Standards and that English Learners receive both designated and integrated English Language Development supports. Teachers will utilize the school's EL Action Plan, ELD standards, and instructional strategies designed to support language acquisition while providing access to grade-level academic content. This action is provided on a schoolwide basis because English Learners receive instruction throughout the school day in all content areas and grade levels. Schoolwide implementation ensures that English Learners receive consistent language supports across all classrooms and that teachers share responsibility for supporting language development through standards-aligned instruction.	Percentage of instructional activities aligned with EL Standards, ELPAC performance levels
2.3	**Action:** English Language Learners Instructional Strategies will translate to increased student engagement. **Need:** English Learners continue to require targeted instructional strategies that support language acquisition and access to grade-level content.	Teachers will receive professional development on effective English Learner instructional strategies, including academic vocabulary development, structured academic discourse, questioning techniques, differentiated instruction, and strategies aligned to the ELA/ELD Framework. Professional development will also focus on implementing these strategies within the Workshop Model to increase student engagement	Percentage of teachers participating in ELD focused professional development, ELPAC performance levels

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
	During the 2025-26 school year, 63 students, or 21.1% of enrollment, were identified as English Learners. ELPAC data and classroom performance indicate a continued need to strengthen speaking, listening, reading, and writing skills while increasing student engagement and academic discourse across all content areas. **Scope:** Schoolwide	and support language development across all four ELD domains. This action is provided on a schoolwide basis because English Learners participate in all content areas and benefit when language development strategies are consistently implemented throughout the school day. Schoolwide implementation ensures that teachers across all grade levels and subject areas are equipped to support English Learners through integrated language development opportunities and engaging instructional practices.	
2.4	**Action:** Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclasssification monitoring EL students will be mandated. **Need:** English Learner data indicates a continued need to increase English Learner progress and reclassification rates. During the 2025-26 school year, 63 students were identified as English Learners. While 65.4% of English Learners progressed at least one ELPAC level and 23.6% scored at Level 4, additional supports are needed to help students meet reclassification criteria and achieve proficiency in English. Long-term English Learners and students who have not yet met reclassification requirements require targeted monitoring and intervention to support language development and academic achievement. **Scope:**	English Learners will be regularly monitored to identify students who are eligible for reclassification and students who require additional support to meet reclassification criteria. Students will receive targeted interventions, tutoring, and academic supports designed to improve English language proficiency and academic performance. Staff will review student progress data throughout the year to ensure students are receiving appropriate services and opportunities to progress toward reclassification. This action is provided on a schoolwide basis because English Learners are enrolled across multiple grade levels and content areas. Schoolwide implementation ensures that English Learner progress is consistently monitored and that all staff members share responsibility for supporting students toward English proficiency and reclassification.	CA Dashboard English Learner Progress Indicator (ELPI), Percentage of Students Progressing at Least One ELPI Level, Percentage of English Learners Scoring at Level 4 on the ELPAC

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
	Schoolwide		

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

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.

Avedian to Provide Training Slides to Dr. Scott

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

2026-27 Total Planned 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	$3,544,076.00	$1,465,582	41.353%	0.000%	41.353%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,231,559.00	$1,444,275.00	$34,774.00	$220,702.00	$6,136,029.00	$4,056,196.00	$2,079,833.00

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	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 7th-12	25-27	$440,335.00	$355,927.00	$379,723.00	$381,765.00	$34,774.00		$796,262.00	
1	1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$917,243.00	$0.00	$532,587.00	$321,498.00		$63,158.00	$917,243.00	
1	1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	All Students with Disabilities	No			All Schools		$223,055.00	$647,447.00	$870,502.00				$870,502.00	
1	1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Students with Disabilities	No			All Schools		$792,293.00	$56,632.00	$848,925.00				$848,925.00	
1	1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$86,230.00	$26,248.00	$32,392.00	$80,086.00			$112,478.00	
1	1.6	English Language Arts will focus on Reading and Writing literacy.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$131,693.00	$0.00	$131,693.00				$131,693.00	
1	1.7	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.	All Students with Disabilities	No			All Schools		$42,849.00	$175,055.00	$94,822.00	$123,082.00			$217,904.00	
1	1.8	Highly Qualified and credentialed Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$128,941.00	$128,941.00				$128,941.00	
2	2.1	Ensure Stakeholders have increased knowledge and training of the schools' EL program.	All Students with Disabilities	No			All Schools		$537,844.00	$218,555.00	$134,688.00	$537,844.00		$83,867.00	$756,399.00	

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
2	2.2	All instructional Activities will be EL standards aligned.	English Learners	Yes	Schoolwide	English Learners	All Schools		$44,959.00	$0.00	$44,959.00				$44,959.00	
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	English Learners	Yes	Schoolwide	English Learners	All Schools		$131,498.00	$0.00	$131,498.00				$131,498.00	
2	2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclasssification monitoring EL students will be mandated.	English Learners	Yes	Schoolwide	English Learners	All Schools		$83,789.00	$0.00	$83,789.00				$83,789.00	
3	3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	All Students with Disabilities	No			All Schools		$102,000.00	$30,725.00	$102,000.00			$30,725.00	$132,725.00	
3	3.2	Increased Parent, Student and Stake holder Communications to increase attendance	All Students with Disabilities	No			All Schools		$26,409.00	$0.00	$26,409.00				$26,409.00	
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	All Students with Disabilities	No			All Schools		$0.00	$181,592.00	$181,592.00				$181,592.00	
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	All Students with Disabilities	No			All Schools		$374,272.00	$0.00	$374,272.00				$374,272.00	
4	4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	All Students with Disabilities	No			All Schools		$0.00	$191,000.00	$191,000.00				$191,000.00	
4	4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	Students with Disabilities English learners, Low income, Foster youth	No			All Schools		$86,234.00	$0.00	$86,234.00				$86,234.00	
4	4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	All Students with Disabilities	No			All Schools		$0.00	$42,952.00				$42,952.00	$42,952.00	
5	5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	All Students with Disabilities	No			All Schools		$0.00	$24,759.00	$24,759.00				$24,759.00	
5	5.2	Increase the number of parent training opportunities by 10% each year. Offering access to	All Students with Disabilities	No			All Schools		$35,493.00	$0.00	$35,493.00				$35,493.00	

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
		community trainings, and career pathways.														

2026-27 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
$3,544,076.00	$1,465,582	41.353%	0.000%	41.353%	$1,465,582.00	0.000%	41.353 %	**Total:**	$1,465,582.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,465,582.00

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	1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$379,723.00	
1	1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$532,587.00	
1	1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$32,392.00	
1	1.6	English Language Arts will focus on Reading and Writing literacy.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$131,693.00	
1	1.8	Highly Qualified and credentialed Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$128,941.00	

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 (%)
2	2.2	All instructional Activities will be EL standards aligned.	Yes	Schoolwide	English Learners	All Schools	$44,959.00	
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Yes	Schoolwide	English Learners	All Schools	$131,498.00	
2	2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclasssification monitoring EL students will be mandated.	Yes	Schoolwide	English Learners	All Schools	$83,789.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,329,322.00	$5,978,733.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	Yes	$697,175.00	$772,469.00
1	**1.2**	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Yes	$501,416.00	$641,209.00
1	**1.3**	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	No	$578,709.00	$625,005.00
1	**1.4**	Student with disabilities and or Special subgroups will be provided assisted technology.	No	$848,925.00	$1,022,430
1	**1.5**	After School Program will increase by 10% of the number of students participating in After school tutorial.	Yes	$112,478.00	$122,488.00
1	**1.6**	English Language Arts will focus on Reading and Writing literacy.	Yes	$131,693.00	$144,691.00
1	**1.7**	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.	No	$217,904.00	$241,437.00
1	**1.8**	Highly Qualified and credentialed Teachers	Yes	$128,941.00	$142,038.00
2	**2.1**	Ensure Stakeholders have increased knowledge and training of the schools' EL program.	No	$756,399.00	$838,090.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	All instructional Activities will be EL standards aligned.	Yes	$44,959.00	$49,463.00
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Yes	$131,498.00	$144,503.00
2	2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclasssification monitoring EL students will be mandated.	Yes	$83,789.00	$92,058.00
3	3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	No	$132,725.00	$144,632.00
3	3.2	Increased Parent, Student and Stake holder Communications to increase attendance	No	$26,409.00	$30,343.00
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	No	$181,592.00	$190,646.00
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	No	$374,272.00	$363,880.00
4	4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	No	$191,000.00	$205,673.00
4	4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	No	$86,234.00	$88,619.00
4	4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	No	$42,952.00	$46,839.00
5	5.1	Will increase parent communication through multiple modalities	No	$24,759.00	$33,869.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		including text messaging, video conferencing In person meeting home visits, and phone calls			
5	**5.2**	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	No	$35,493.00	$38,351.00
6	**6.2**		No		

2025-26 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)
$1,373,346.00	$1,431,548.00	$1,431,548.00	$0.00	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	1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	Yes	$498,358.00	$475,581.00		
1	1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Yes	$379,918.00	$398,952.00		
1	1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Yes	$32,392.00	$31,218.00		
1	1.6	English Language Arts will focus on Reading and Writing literacy.	Yes	$131,693.00	$133,269.00		
1	1.8	Highly Qualified and credentialed Teachers	Yes	$128,941.00	$130,184.00		
2	2.2	All instructional Activities will be EL standards aligned.	Yes	$44,959.00	$43,542.00		
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Yes	$131,498.00	$129,508.00		
2	2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused	Yes	$83,789.00	$89,294.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		reclasssification monitoring EL students will be mandated.					

2025-26 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)
$3,321,191	$1,373,346.00	0.00	41.351%	$1,431,548.00	0.000%	43.103%	$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.

Introduction and Instructions

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

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

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

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

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

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

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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