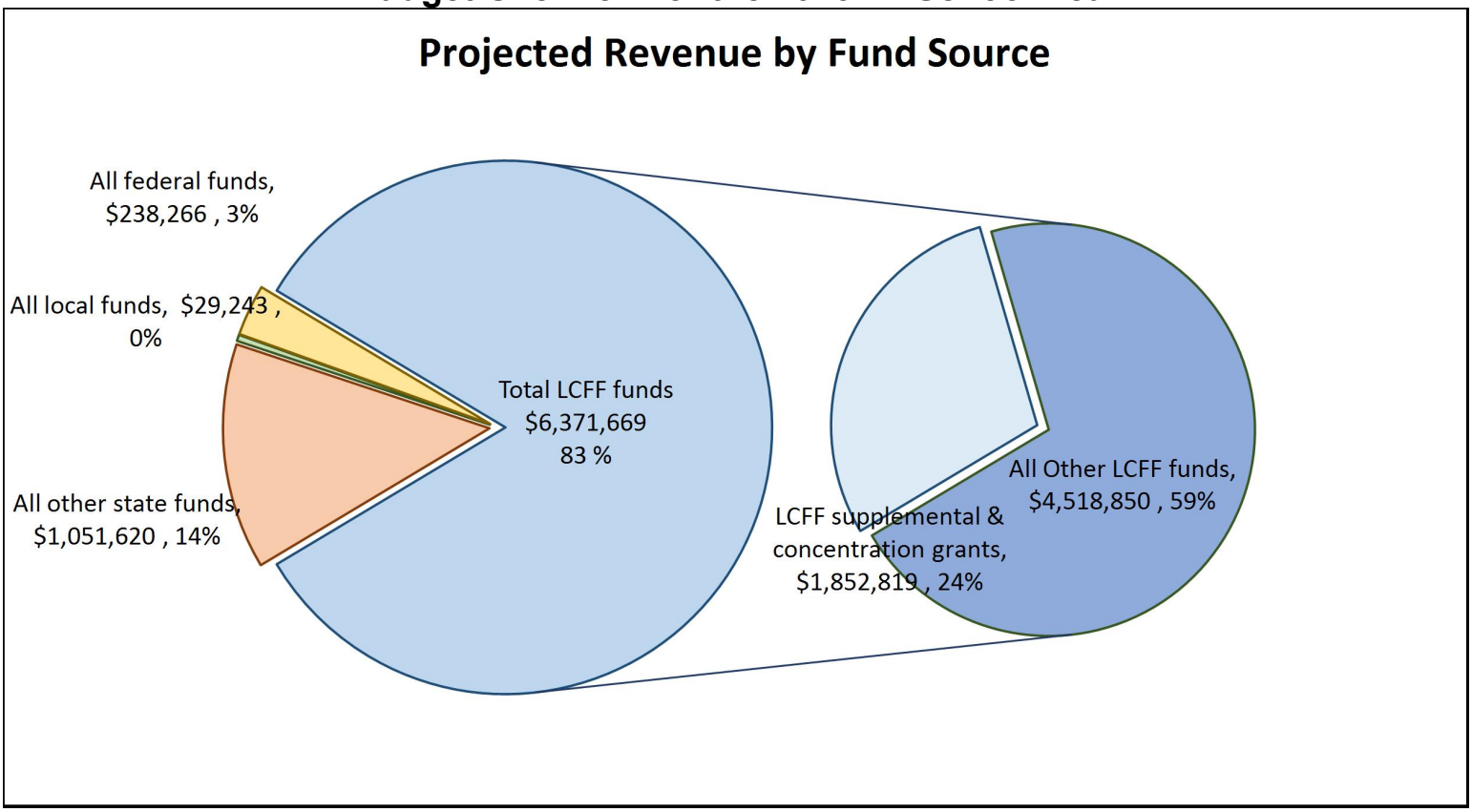
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Carter G. Woodson Public Charter School
CDS Code: 10621661030840
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

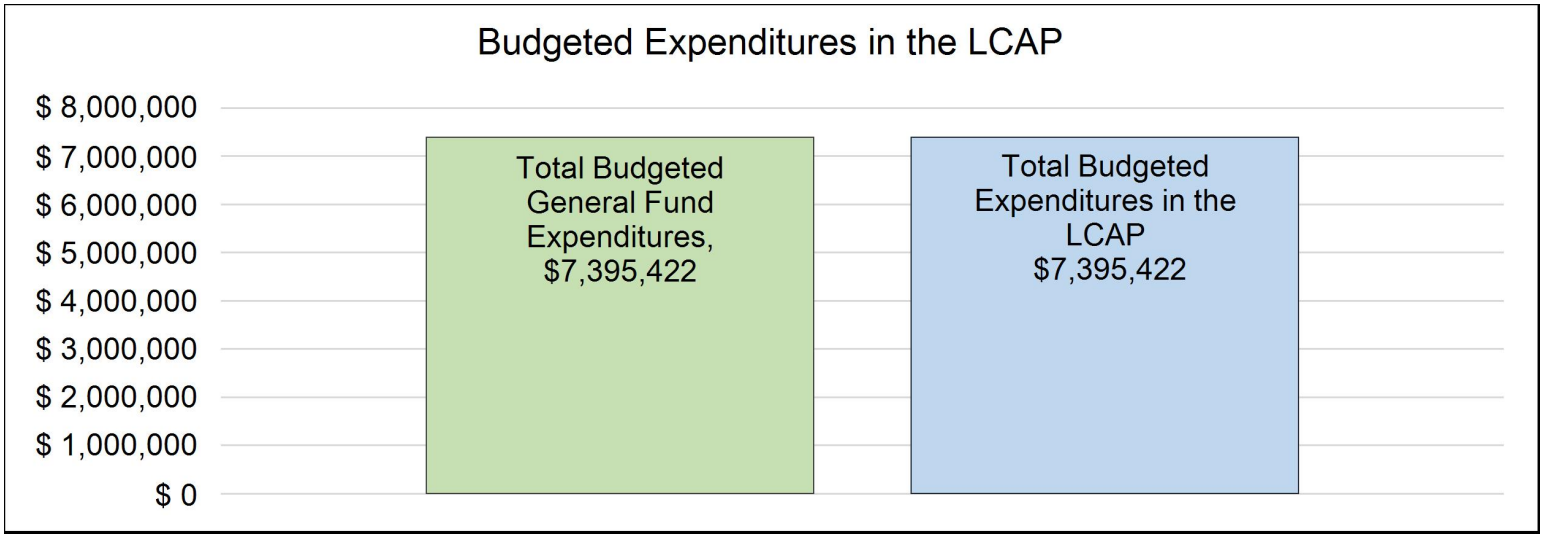


This chart shows the total general purpose revenue Carter G. Woodson Public Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Carter G. Woodson Public Charter School is $7,690,798, of which $6,371,669.00 is Local Control Funding Formula (LCFF), $1,051,620.00 is other state funds, $29,243.00 is local funds, and $238,266.00 is federal funds. Of the $6,371,669.00 in LCFF Funds, $1,852,819.00 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 Carter G. Woodson 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: Carter G. Woodson Public Charter School plans to spend $7,395,422.00 for the 2026-27 school year. Of that amount, $7,395,422.00 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:

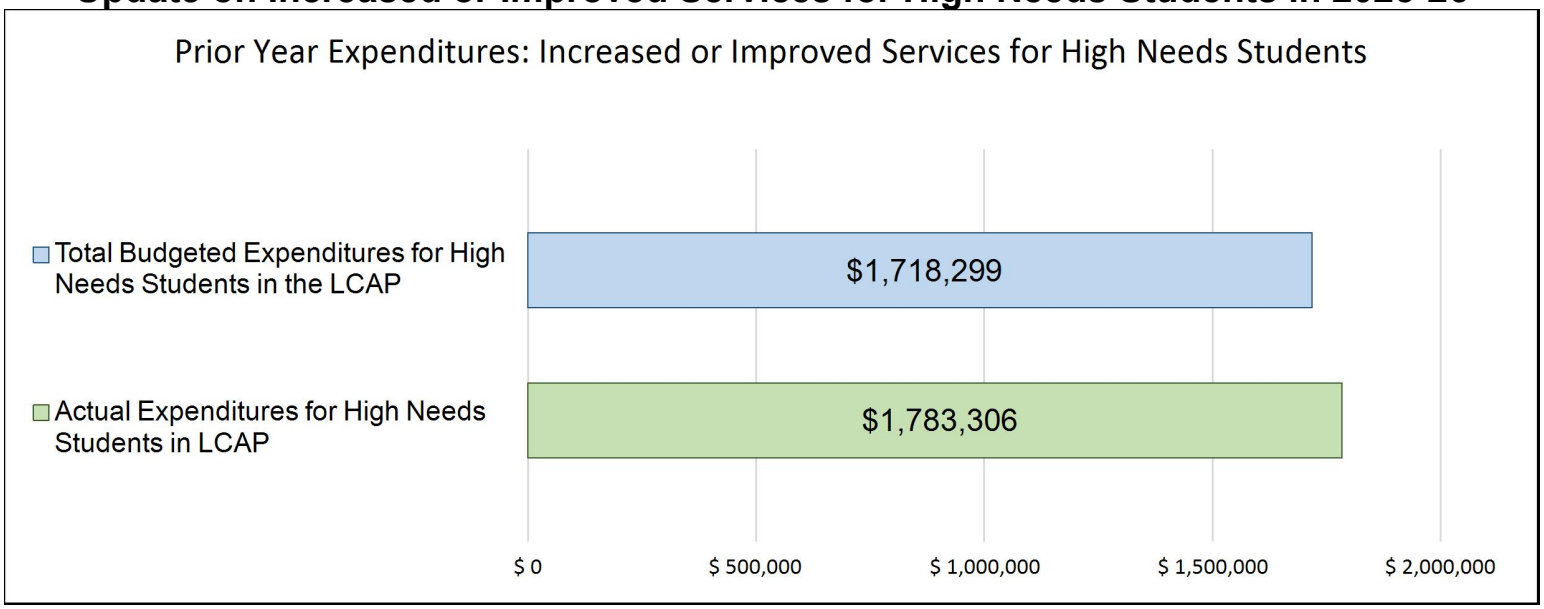
There are no significant General Fund Budget Expenditures for the 2026–27 school year that are excluded from the Local Control and Accountability Plan (LCAP). The School's General Fund expenditures are substantially reflected within the goals, actions, and services included in the LCAP and support the overall educational program and operational needs of the School.

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

In 2026-27, Carter G. Woodson Public Charter School is projecting it will receive $1,852,819.00 based on the enrollment of Foster Youth, English learner, and low-income students. Carter G. Woodson Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Carter G. Woodson Public Charter School plans to spend $1,852,819.00 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 Carter G. Woodson 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 Carter G. Woodson 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, Carter G. Woodson Public Charter School's LCAP budgeted $1,718,299.00 for planned actions to increase or improve services for high needs students. Carter G. Woodson Public Charter School actually spent $1,783,306.00 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
Carter G. Woodson 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.

Carter G. Woodson Public Charter Schools opened its doors in August of 2009 and currently has an enrollment of 417 students with two campuses locations. The first campus has been serving students in our community for 25 years and is located at 3333 N. Bond Fresno, Ca 93726. The second Campus opened in 2016 and is located at 4880 N. First Street, both schools are in the City of Fresno Region 4. Each school serves a unique urban student population in grades 7th-12th.

Carter G. Woodson 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 Carter G. Woodson 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.

Carter G. Woodson Public Charter School is designed to outreach to 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.

Carter G. Woodson Public Charter School has been an asset to the community for twenty-five 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, Carter G. Woodson has made continued gains aligned to our long-term priorities in college and career readiness, instructional supports, and student engagement.

During the 2025-2026 school year, Carter G. Woodson successfully earned a six-year accreditation through the Western Association of Schools and Colleges (WASC), validating the strength of the school’s instructional programs, systems of support, and commitment to continuous improvement for students.

The College and Career Indicator rose from 73% to 77.3%, earning Carter G. Woodson the highest performance level of Blue on the California Dashboard. The LCAP survey responses show that students and parents are confident students are being prepared for their college and career with over 96% of parents and 89% of students agreeing. Student success in CTE coursework remained strong, with 92% of students earning a C or higher in their CTE pathway courses during the 2025-26 school year. Students also participated in career fairs, college tours, job shadowing opportunities, internships, guest speaker presentations, and hands-on learning experiences connected to real-world skills and career pathways.

English Learner outcomes also showed continued progress. Preliminary 2025-26 ELPAC results indicate that over 51% of English Learners progressed at least one level, maintaining strong growth from prior years, while the percentage of students with declining scores significantly decreased compared to baseline data. Teachers continued strengthening integrated ELD practices through ongoing professional development aligned to the Workshop Model and ELA/ELD Framework.

The school also continued strengthening instructional systems and student supports. All students with special needs maintained 1:1 technology access, while expanded technology access schoolwide and the implementation of a new norm-referenced benchmark system improved the school’s ability to identify learning gaps and provide targeted intervention and small group instruction. Additional supports were also added for students with disabilities through increased collaboration between counselors and on-site RSP teachers focused on academic progress and post-secondary planning.

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.

Family and community engagement continued to improve through increased communication, home visits, community events, and expanded outreach efforts. 99% of parents indicated on the LCAP survey that they felt they received clear information about their child’s academic

performance and 95% indicated they are well informed of activities at the school. This has led to increased attendance at events. The school has also strengthened family partnerships through FAFSA workshops, SSC and DELAC meetings, Community Gardening Education Day events, college and career activities, and increased use of ParentSquare and School Messenger communication systems. Attendance at school events such as Back to School Night and Open House remained strong and reflected growing family involvement and connection to the school community.

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, 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.

Not 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.

Not in CSI

Monitoring and Evaluating Effectiveness

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

Not 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 /Senior 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 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. 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

Educational Partner(s)	Process for Engagement
Career Pathway and Business, Community Advisory Committees	Advisory input meetings, data sharing of community and employer needs. 12/4/2025 & 5/28/2026 , 2/27/2025 & 5/27/2026, 11/12/25, 5/28/26 ,
Students	Surveys, Interviews, and Focus Groups 4/29/26–5/8/26, 5/8/26–5/12/26
Social Workers	Meeting to discuss student with mental health needs, foster youth, and disabilities 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
Teachers and Classified support staff	Surveys, Meetings, focus groups, PLC's 9/16/24 9/30/24 10/7/24 10/24/24 10/28/24 11/12/24 12/18/24 1/14/25 2/13/25 2/25/25 3/18/25 4/4/2025 - 4/26/2025 4/23/25 5/13/25 5/21/26 Survey Result Focus Group - Bond St. Campus 5/26/26 Survey Result Focus Group - 1st Street Campus
Agape Governing Board	Governing Meetings, Public Hearings

Educational Partner(s)	Process for Engagement
	08/11/25, 10/27/25, 12/01/25, 02/02/26, 03/23/26, 05/18/26, 06/03/26 The Agape Governing Board reviewed and adopted the LCAP in conjunction with the presentation of the Local Indicators and adoption of the Budget at the same board meeting held on June 29, 2026.

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

The 2025-2026 dated LCAP was drafted and voted on through engaging educational partners. The goals, actions, and focus of the LCFF funds were developed through a process that included input from community, student, teacher, and parent surveys. This information was used to determine how we may meet the diverse needs of our student population and incorporate educational partner feedback into the creation of our final LCAP.

Parents Feedback: During DELAC, SSC's, Parent meetings, and surveys throughout the year parents were surveyed for feedback on the schools progress on our goal actions. Parents expressed satisfaction from school community in tailoring the educational experience of their students.

Student Feedback: Students shared their feedback on what career pathways they wanted to explore, and which ones we should move forward with, next school year. They also provided feedback on school lunch, which we held student groups, to lift our educational partners voice, in our goal actions. Students also supported with the Algebra 1 course sequencing to begin in 8th grade, as they shared a desire for increased rigor.

Staff and Teacher Feedback: Teachers were instrumental in evaluating the efficacy of Goal 1 actions and providing feedback actions needed to speed growth on Goal 1 Actions 1.2, 1.6, and 1.7. This was especially important as staff have expressed a a desire to increase their active participation in school-wide instructional decisions. Classified staff and administrator focus groups had a significant impact on next steps to decrease chronic absenteeism by fine-tuning our tracking systems to provided needed supports earlier (Goal 3).

School Board Feedback: Board members expressed great pleasure in our Career and College readiness goal and Goal 2, as on the Dashboard we performed High on both college readiness and the percentage of English learners making progress. This is important as the majority of seniors attending a 4 year institution, decided to continue their career pathway through our dual enrollment option. The board was pleased at the direction of our students will be taking with our new LCAP goals and actions.

Public Feedback: During board meetings time was set aside for public feedback. To date there 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 educational partners 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 for total of 15 focus on the Workshop Model and instructional strategies across core subjects.	Professional Development, and Technical Assistance Provider. Total 13 Professional Developments 8/24/23	Professional Development, and Technical Assistance Provider completed sessions: Total 19	Professional Development, and Technical Assistance Provider completed sessions: Total 19 Professional	Professional Development, and Technical Assistance Provider. Total 18 Professional Developments	46% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Professional Developments 9/6/24 9/12/24 9/20/24 10/4/24 10/8/24 10/11/24 10/18/24 11/8/24 11/12/24 11/15/24 12/12/2 1/15/25 1/24/25 2/14/25 3/12/25 3/21/25 4/9/25 5/2/25 5/9/25	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 1/23/26 2/6/26 ELD Differentiation/UDL	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
				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.	Winter Benchmarks (7-12th; Testing grades 7, 8 & 11) Changed to a new norm referenced test at the request of the WASC committee.	Benchmark Grades 7-12 *New* Star Assessment Benchmarks Baseline (Norm Referenced) Winter to Spring 2025 READING Pretest Avg Score 1029 Posttest Avg Score 1034 Growth +5 Pretest Avg Percentile Rank 23 Post-test Avg Percentile Rank 23 Growth 0 MATH Pretest Avg Score 1017	Benchmarks Grades 7-12 *Year 2* Star Assessment (Norm Referenced) Winter to Spring 2025 READING Pre-test Avg Score 1042 Post-test Avg Score 1047 Growth +5 Pre-test Avg Percentile Rank 24 Post-test Avg Percentile Rank 26 Growth +2 MATH Pretest Avg Score 1004 Posttest Avg Score 1016	Benchmarks Grades 7-12 Winter to Spring Growth Targets Reading Average Score Growth +5 Average Percentile Rank +2 Math Average Score Growth +2 Average Percentile Rank +1	New Norm Referenced Benchmark Implemented to replace criterion referenced benchmark at the request of WASC accreditation committee.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Posttest Avg Score 1010 Growth -7 Pretest Avg Percentile Rank 19 Post-test Avg Percentile Rank 17 Growth -2	Growth +12 Pretest Avg Percentile Rank 24 Post-test Avg Percentile Rank 26 Growth +2		
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 Edgenuity to provide students with a virtual fully credentialled teacher.	Maintained 2 credentialed math teachers and contract with Edgenuity.	Increased to 3 credentialed ma teachers.	Students in Grades 6-12 will receive compacted curriculum leading to college algebra. Students will receive built in tutor/coach for during independent practice.	Added 1 additional credentialed math teacher
1.4	Student with disabilities and/or Special student groups 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 279 devices to 394.	Maintained 1:1 ratio for all special student groups.	Maintain 100 percent 1:1 ratio for assisted technology for all subgroups, while expanding diversified technology by 15%.	46% Increase from Baseline
1.5	After School Program will increase by 10% of	Intervention and remediation courses will	100% of 7th-8th Grade	Continued 100% of 7th-8th Grade	80% of student body participate in	Exceeded goal by 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the number of students participating in After school tutorial.	be taught before, after and during Saturday school to address learning losses.	Students are enrolled in the afterschool program that includes tutorials provided by teaching fellows.	students enrolled in afterschool program. Added 1 credentialed math teacher and 1 credentialed ELA teacher 45 min per day to provide enrichment and tutoring for all 7th-8th grade afterschool participants	tutorials, leading towards completion of A-G courses grades 7-12.	
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 will be utilize to support tiered student groups and provide Equity interventions for unduplicated pupils including EL, Homeless, Foster, Low-income students, Hispanic, African American students. SPED and	2 ELA teachers have received Reading Intervention Specialist credential. 100% Science and CTE Teachers have participated in cross-curricular writing professional development sessions and received instructional coaching.	100% of Science and CTE teachers have participated in crosscurricular PD this school year that included planning for writing stations within the workshop model. All teachers have participated in at least 3 Professional	50% of ELA and Social Studies Teachers with Reading Intervention Specialist Credential. 50% of 100% Science and CTE Teachers participate in scholastic writing professional development in : 1. Research Writing (Experimental Method)	+ 2 teachers with Reading Intervention Specialist Credential Addition of Cross-Curricular writing professional development across 100% of grades/subjects.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		504 modification and accommodation. Currently 80% implemented.		Development sessions focused specifically on planning reading and writing stations in the workshop model.	2. Review of Literature (Expository Text). 3. Literary Response to Text and Media (including film). 4. Argumentative Writing	
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 2/14/25 3/21/25	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 10/3/5 Science PD Choosing and Implementing Virtual Labs with Gizmos	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
1.8	Highly Qualified and credentialed Teachers	2021-22 Teaching Assignment Monitoring Outcomes 22 Total Teaching Staff FTE 52.4% Clear 3.9% Out of Field 13.6% Intern 25.5% Ineffective 2.6% Incomplete 2.0% Unknown	2022-23 Teaching Assignment Monitoring Outcomes 22 Total Teaching Staff FTE 47.0% Clear 4.0% Out of Field 15.0% Intern 27.4% Ineffective 4.5% Incomplete 2.0% Unknown	2023-24 Teaching Assignment Monitoring Outcomes 25.1 Total Teaching Staff FTE 53.77% Clear 2.26% Out of Field 12.91% Intern 26.89% Ineffective 4.13% Incomplete/Unknown	The number of Misassigned teachers will decrease by 5% each year.	1.4% increase in Clear Teachers

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.

Carter G. Woodson 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 expanded supports by increasing credentialed math staffing, providing additional tutoring and enrichment opportunities during afterschool programming, and continuing 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. There were no significant differences between what we budgeted and what we actually implemented. We were able to follow through on all planned actions without delay or change.

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. The addition of credentialed math staff and targeted tutoring opportunities increased access to individualized support, particularly for struggling students. 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 with 10 focus on the workshop model.	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 will be on utilizing student data, CCSS, and the adopted curriculum to implement the workshop model with fidelity (5 math and 5 ELA).	$1,079,899.00	Yes
1.2	Mathematics will be monitored for incremental improvement using	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	$999,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
	benchmark and local assessment data.	group instruction, intervention supports, and targeted instructional planning to improve student achievement in mathematics.		
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 math courses. This will allow increased 1:1 attention in Mathematics.	$1,968,638.00	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.	$621,619.00	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.	$308,613.00	No
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 incremental achievement acknowledgments of our students will be incorporated.	$261,059.00	No
1.7	Science teachers will increase their proficiency of the	Teachers will participate in interactive Science Professional Developments in order to increase Student Engagement in Science and increase the number of Science labs by an additional 10 labs per year.	$59,167.00	No

Action #	Title	Description	Total Funds	Contributing
	Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.			
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 teacher Induction program. The number of misassigned teachers will decrease by 5% each year.	$124,816.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Academic Performance Among EL students	Equity Multiplier 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	Ensure educational partners have increased knowledge and training of the schools' EL program.	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialogue 12/5/23 1/18/24 2/27/24 3/14/24 4/25/24 5/16/24	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialogue SSC, ELAC, Board Meetings, and Public Hearings:	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialogue SSC, ELAC, Board Meetings, and Public Hearings:	Education partner activities will increase by 2	7 additional educational partner engagement activities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5/23/24 5/30/24 Total 8 Meetings	09/10/24 01/30/25 03/25/25 05/15/25 05/22/25 08/01/24 09/30/24 10/15/24 12/09/24 12/18/25 02/11/25 03/31/25 05/05/25 05/19/25 05/30/25 06/02/25 Community Resource Meeting: 11/20/24 Survey Completed 5/9/25	10/30/25 1/29/26 5/14/26 5/27/26 07/30/25 08/11/25 09/29/25 10/03/25 11/17/25 12/01/25 02/02/26 03/23/26 05/18/26 06/03/26 Survey completed 5/1/26		
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.	ELD courses added to the master schedule. 100% of teachers integrated ELD strategies into their daily lessons.	All English learners continue to be enrolled in a designated ELD course. ELD Standards were added to lesson planning templates for	ELD courses in the master schedule as a course of study for grades K-12. 100 percent of teachers implement integrated ELD with fidelity.	Added ELD sections to Master Schedule.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				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.		
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 instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.	Professional Development sessions provided on ELD standards, best practices, and differentiation. 9/6/24 9/20/24 10/8/24 10/11/24 1/24/25 3/21/25	100% of teachers have received at least 3 PDs this school year that specifically address ELD strategies in their content area. ELA/ELD Teachers have completed 4 Professional development sessions that have included small group instructional planning, academic discourse, and creating stations	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				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.	Data year: 2023-24 ELPAC Scores Progressed at least one level: 40.0% Maintained: 26.6% Decreased: 33.3% Number of Students who earned a 4 and eligible for reclassification: 5 No Color on California Dashboard (Less than 30 EL in prior year)	Data year: 2024-2025 ELPAC Scores Progressed at least one level: 52.4% Maintained: 33% Decreased: 16% Number of students who earned a 4 and eligible for reclassification: 0 2024-25 CA Dashboard EL Progress indicator was Green.	2025-26 ELPAC Testing was completed in March. Preliminary Scores received 5/14/26 Progressed: 51.2% Maintained: 24.4% Decreased: 24.4% Number of students who earned a 4 and eligible for reclassification: 7 Projected Yellow when CA Dashboard released in Fall	EL Progress at a Level of Green or Blue on the California Dashboard.	11.2% Increased in students progressing at least one level. 8.9% Decreased in students with declining scores. +2 Students earning a score of 4.

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.

Carter G. Woodson implemented all planned Goal 2 actions with a focus on strengthening integrated ELD instruction and increasing supports for English Learners. ELD courses continued within the master schedule, teachers participated in ongoing ELA/ELD professional development, and integrated ELD strategies were implemented across content areas. Successes included stronger implementation of ELD strategies within the Workshop Model and continued improvement in English Learner progress data. While most of the significant gains in the percent of students progressing at least one level was maintained from 2025 to 2026 and the number of students earning a 4 increased, the CA Dashboard is projected to drop one level from Green to Yellow. Maintaining the green rating would require an increase in the percentage of student increasing at least one level by 2% or more from the prior year.

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 four actions under this goal were implemented as planned. We stayed on track financially and made sure resources were directed toward PD, curriculum support, and expanded reclassification efforts.

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

The actions implemented under Goal 2 contributed to continued improvement in English Learner progress outcomes. Preliminary 2025-26 ELPAC results show that 51.2% of English Learners progressed at least one level, maintaining the significant gains made from the baseline year, while the percentage of students with declining scores decreased from 33.3% at baseline to 24.4%. The addition of ELD courses within the master schedule, ongoing ELA/ELD professional development, and stronger implementation of integrated ELD strategies supported increased access to language development across content areas. While progress continues to be made, increasing the number of students earning a level 4 and qualifying for reclassification remains an ongoing area of focus.

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

We’re on the right track but still have room to grow. Next year, we’ll work to increase the number of family engagement activities and continue coaching teachers to build even stronger integrated ELD lessons. We also plan to revise and roll out an updated ELD Plan early in the year, with clearer progress monitoring throughout. The goal is to make reclassification feel like an achievable milestone for more students.

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 educational partners 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 educational partners would be considered when formulating what type of trainings that will be provided starting 2024-2025.	$539,346.00	No
2.2	All instructional Activities will be EL standards aligned.	Through educational partner input the EL action program plan would be revised and readopted, to focus on program quality. The EL program that teachers will guide instructional minutes and supports.	$68,172.00	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.	$52,592.00	No
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.	$98,666.00	No

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.

Our data implies that Chronic absenteeism is higher then the state average. Additionally, the goal was highlighted by educational partners in surveys and the importance of students attending school and how they believe this will help the school increase outcomes.

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): All K-8 Students: 73.2% Hispanic K-8 Students: less than 30 students Socioeconomically Disadvantaged K-8 Students: 72.7%	2023-2024 Chronic absenteeism: Source CA Dashboard (K-8): All K-8 Students: 71.9% Hispanic K-8 Students: 72.2% Socioeconomically Disadvantaged K-8 Students: 73.2%	2024-2025 Chronic absenteeism: Source CA Dashboard (K-8 Only): All K-8 Students: 62.3% Hispanic K-8 Students: 51.4% Socioeconomically Disadvantaged K-8 Students: 62.7%	A level of yellow on California Dashboard, an increase of two levels, with a decrease of chronic absenteeism by 15%.	Decreased by 10.9%% on CA Dashboard (K-8) Decreased by 0.9% on DataQuest (K-12)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source DataQuest (K-12): All Students 34.8% Hispanic: 31.9% Black/African American: 35.7% Asian: 43.8% White: 56.3%	Source DataQuest (K-12): All Students 39.6% Hispanic: 36.3% Black/African American: 49.3% Asian: 43.8% White: 43.5%	Source DataQuest (K-12): All Students 33.9% Hispanic: 28.9% Black/African American: 44.4% Asian: 29.4% White: 50% 2 or more: 27.3%		
3.2	Increased Parent, Student and educational partner Communications to increase attendance.	This is in planning phase and will be in full implementation phase, 24-25 school year, with 13 attendance meetings with student and parents.	Virtual and in person attendance meetings held weekly with students and parents has increased to an average of 15. SURVEY Parent Survey Responses: 121 82.6% of parents answered yes to "I am kept well informed of the activities at the school." 84.3% of parents answered yes to "I receive clear information	Virtual and in person attendance meetings remains an average of 15. Conducted student attendance survey May 8-12, 2026 Attendance focus group planned for June 2026 SURVEY Parent Survey Responses: 118 92.5% of parents answered yes to "I am kept well informed of the	The percentage of parents feeling they are feeling they are kept well informed will be 87%. The percentage of parents feeling they receive clear information regarding their child's academic progress will be 89%. 65% of parents will check their child's academic progress through the Aeries parent portal.	Increased to an average of 15 weekly meetings. Added student attendance survey Increased percent of parents feeling well informed about activities by 9.9% and academics by 13.2%. Increased the percentage of parents accessing the Aeries Parent portal by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			regarding my child's academic progress." 62.8% of parents answered yes to "Do you check your child's academic progress through the Aeries parent portal?"	activities at the school." 97.5% of parents answered yes to "I receive clear information regarding my child's academic progress." 67.8% of parents answered yes to "Do you check your child's academic progress through the Aeries parent portal?"		

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.

This goal continues to be a priority as we work to increase student learning time and engagement. We maintained our outreach efforts to families this year, holding regular virtual and in-person meetings focused on attendance. These were well attended and helped build stronger communication between the school and home. In addition, we conducted a student attendance research survey to better understand the barriers affecting student attendance. While we maintained a focus on reducing barriers to attendance to promote showing up daily, chronic absenteeism is still an area of concern.

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 major differences between planned and actual spending. Funds were used as intended to support outreach, family engagement, and social emotional support tied to attendance improvement.

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

The decline of middle school chronic absenteeism by 10.9% since the baseline year indicates that efforts to date have been effective at progressing toward the goal of a decrease of 15%. Earlier interventions have had the greatest impact on progress, but the attendance research survey indicates more is still needed.

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.

Even though we've made progress, chronic absenteeism remains above the state average and actually increased slightly in some grade spans. In response, we will be improving data tracking so we can respond faster when patterns begin to emerge. Based on educational partner feedback, we'll be expanding our mental health services and launching a more robust attendance awareness campaign with input from our students and families. Student incentives will expand with more input from students to make sure they feel meaningful and relevant with incentives shifting to focus on long-term recognition. Teams will be formed to analyze the data from the attendance research survey and create an action plan to address newly surfaced student needs. Staff will receive additional training to support consistent Tier 2 with an emphasis on trauma-informed practices.

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.	$165,721.00	No
3.2	Increased parent, student and educational partner 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.	$28,915.00	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 CA Dashboard indicator of College and Career Readiness which is measured by this goal.	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. Additionally our DASS outcome is currently Red and we want to move to the Yellow by next year.

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.	89% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of C or higher.	92% percent of students enrolled in a CTE course sequence in the Spring 2025 earned a grade of C or higher.	All 11th grade students will complete a CTE sequence.	Increase of 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	This is in the planning phase and will be implemented in the 24-25 school year.	In progress for 24-25 Graduates CPR Certification 11 Woodson, 2 DuBois	Industry Certifications were added for CTE Completers of the Business and Medical Pathways effective the 24-25 School Year. 25 students are on track to earn a CPR certification by June 2026 43 students are on track to earn a Word Processing Certification by June 2026	All credit eligible seniors will complete a certificate or certification upon CTE pathway course.	2 industry certifications added
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 progress	50% of graduating seniors will graduate with either a completed industry certificate or completed associate degree program, by the 27-28	In progress
4.4	Student with disabilities and Students that fall within the special population including	This is currently in the planning phase, as all students participate in an individual learning	Maintained 100% of students participating in an	Maintained 100% of students participating	100 percent of student within our special populations will received	Maintained ILP Added Tier 2 Support Services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	plan, that includes planning for CTE courses. However with this new goal, we will be rolling out resources throughout the year, as partnerships are leverage, and new partnerships are established.	individualized learning plan. Additionally, students in special populations are offered Tier 2 support services; targeted assistance in academics, and college and career planning.	in an individualized learning plan. Added 2 on-site RSP teachers to support students with IEPs with targeted academic support and post-secondary planning.	additional counseling and resources to support transition in College and - Career by 27-28 school year.	for Special Populations.
4.5	All Students will have access to paid and unpaid job shadowing and work-based 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 planned for 25-26 school year.	Maintained job shadowing, internships and work-based learning opportunities for students who have completed their CTE concentrator. Additional opportunities are planned.	All graduation seniors will have had a job shadowing experience.	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.

This year continued the expansion of college and career readiness opportunities for students at Carter G. Woodson as all students remained enrolled in CTE pathway coursework and continued participating in Individual Learning Plans (ILPs) to support post-secondary planning. The

school expanded industry certification opportunities, job shadowing experiences, and planning for dual enrollment pathways aligned to student career interests. Additional supports were added for students in special populations through increased collaboration between counselors and newly added on-site RSP teachers to strengthen academic and post-secondary planning supports for students with disabilities. The school also implemented a bi-weekly monitoring report of students earning a C or better in CTE courses, disaggregated by special populations, to better identify students needing intervention and support. Successes included continued strong participation in CTE pathways and expansion of career readiness supports, while dual enrollment and certification programs remain areas of continued development.

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 support progress in college and career readiness for students at Carter G. Woodson. Student participation and success in CTE pathways remained strong, with 92% of students enrolled in a CTE course sequence earning a C or higher in Spring 2025. Continued implementation of ILPs, expanded certification opportunities, and increased monitoring of CTE course performance helped improve student accountability and access to targeted supports. Additional collaboration between counselors and on-site RSP teachers strengthened support for students with disabilities in both academic and post-secondary planning. While progress has been made in expanding career readiness opportunities, dual enrollment pathways and industry certification programs remain ongoing areas of growth and development.

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 pathways, industry certification opportunities, and work-based learning experiences connected to CTE programs. 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 improve college and career readiness outcomes for all students.

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 upon graduation from high school.	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.	$213,857.00	Yes
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.	$168,384.00	Yes
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.	$433,656.00	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.	$94,403.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	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.	$42,495.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase Parent Engagement ,Training , and Promoting Community along with the School Serving as a Resource	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed from our community school survey which included feedback from parents and students. Parents expressed interest in being more involved in activities and needing resources. Parent are also seeking Career and college training to reclaims new careers.

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	So far this school year 23-24 Woodson Multimedia total numbers of home visits are 268 and total numbers of phone calls are 4,761.	Woodson School Messenger Broadcasts from Aug 2024 - January 2025: 66 announcements with a reach of 302 parents receiving the messages. Parent Square: 93 Message Sent 89% of Families are verified	The main campus location Sent 85 School Messenger Broadcasts with a reach of 98% of parents receiving the messages. The Multimedia campus sent 71 Messenger Broadcasts with 96% reach. Parent Square:	90 percent of read/delivered text and emails to all parents.	Number of communication pathways has increased to include parent square.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Total Home Visits: 690	Main Campus 135 Message Sent 398 Families are verified Multimedia Campus: 110 Message Sent 78 Families are verified Total Home Visits: Main Campus: 1060 Multimedia Campus: 102 Mailed Home: 4 Newsletters, 1 Progress Report, 1 Report Card, Attendance Letters		
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.	24-25 School Year: Parent Meeting and Training Opportunities remained at 13 and included FAFSA workshops, SSC meetings, ELAC meetings, a Community Resource Fair,	25-26 School Year Financial aid and college application workshops, SSC meetings, ELAC meetings, Community Resource Fair, Senior Meetings, Community Gardening Education Day, Parent-teacher	15% of parent participation in program offered through ACBS and or local parent trainings.	Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Senior Meetings and a WASC Parent Engagement Session.	conferences, Open House, Parent Meet & Greet event.		

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.

This year, Carter G. Woodson continued expanding parent engagement and community involvement through increased communication, family events, and community-based activities. The school strengthened outreach through School Messenger, ParentSquare, home visits, newsletters, phone calls, and parent conferences across both campuses. Parent engagement opportunities expanded through FAFSA workshops, SSC and DELAC meetings, Community Gardening Education Day events, Open House, and additional parent trainings connected to college, career, and community resources. The school also increased family participation in Community School activities and continued providing translation and multiple communication methods to improve accessibility for families. Successes included increased parent communication reach and expanded participation opportunities, while challenges remain in consistently engaging all families and increasing participation in trainings and school events.

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

There were no material differences in budgeted vs. actual expenditures. All planned actions were carried out, and we were able to expand some programs thanks to grant support and strong partnerships.

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

The actions implemented under Goal 5 were effective in increasing communication and engagement with families across both campuses. Expanded use of School Messenger, ParentSquare, home visits, newsletters, and conferences increased the school's ability to connect with families, with communication systems reaching over 96% of parents across campuses. Parent participation opportunities also expanded through FAFSA workshops, SSC and DELAC meetings, Community Gardening Education Day events, and other community-based activities that strengthened family involvement and connection to the school community. These efforts helped increase awareness of college, career, and community resources while continuing to build stronger relationships between families and the school.

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 family engagement opportunities, community-based events, and communication systems to strengthen connections between families and the school. Additional focus will be placed on increasing participation in parent trainings and workshops, improving follow-up communication with families, and continuing to provide resources connected to college, career, and community support services.

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.	$30,927.00	No
5.2	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	Parent Surveys have expressed the need to expand parent trainings including the access to dual enrollment classes. Parents will receive 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.	$34,627.00	No

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
$1,852,819.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.002%	0.000%	$0.00	41.002%

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 with 10 focus on the workshop model. **Need:** SBAC results, ELPAC and Educational Partner input indicating need for stronger instruction and differentiation.	Professional development on the Workshop Model equips teachers to differentiate and engage all students using adopted curriculum. Provided schoolwide to ensure consistent instructional quality across classrooms.	Number of PD sessions; Teacher implementation feedback; Student engagement; CAASPP results

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		
1.2	**Action:** Mathematics will be monitored for incremental improvement using benchmark and local assessment data. **Need:** Benchmark and SBAC data show low proficiency in math. **Scope:** Schoolwide	Benchmark assessments allow for targeted interventions and progress monitoring. Schoolwide implementation ensures early identification of gaps.	Interim and end-of-year Star Test benchmark data; Math CAASPP scores.
2.2	**Action:** All instructional Activities will be EL standards aligned. **Need:** EL students need standards-aligned instruction to access core content. **Scope:** Schoolwide	Aligning all instructional activities with ELD standards ensures equitable access to grade-level learning. Schoolwide to integrate into all classes.	ELD implementation evidence; Classroom observations; Student language proficiency scores on ELPAC, teacher lesson plans
4.1	**Action:** All Graduating students will complete a CTE sequence before or upon graduation from high school. **Need:** Low CTE completion rates impacting college/career readiness.	Enrolling all students in a CTE pathway ensures graduation requirements align with career readiness which is of vital importance for students who are socioeconomically disadvantaged. This action is schoolwide to benefit all graduates of which over 97% are socioeconomically disadvantaged.	Successful completion of CTE courses with a C or better. CA Dashboard College and Career Readiness indicator.

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		
4.2	**Action:** CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course. **Need:** Students need industry-recognized credentials to improve career readiness. **Scope:** Schoolwide	Certifications upon CTE completion improve post-secondary outcomes and income earning potential. This action is schoolwide to benefit all graduates of which over 97% are socioeconomically disadvantaged.	Number of students earning certification; Employer feedback; Postsecondary outcome student surveys
4.4	**Action:** 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 **Need:** Students in special populations require additional tailored transition support. **Scope:** Schoolwide	Counseling and career services support post-secondary transitions for unduplicated students. Schoolwide implementation to ensure inclusivity.	ILP completion; Counseling usage data; Graduation and college application rates

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.

All services are being provided school wide according to our SPSA Plan as we are a schoolwide program and we are 94% free and reduced lunch. Specialized services are provided to English Learners in accordance with our EL plan. Students with special needs are provided services and accommodation according to their IEP using in person and on-site learning opportunities. Foster Youth and homeless students are also provided in person one to one learning opportunities twice a week and daily online instruction. Counselors have prioritized students with special needs in order to ensure they are receiving the proper resources and referrals needed.

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	na	1 to 25
Staff-to-student ratio of certificated staff providing direct services to students	na	1 to 18

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	$4,518,850.00	1,852,819.00	41.002%	0.000%	41.002%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,099,712.00	$1,051,696.00	$29,243.00	$238,296.00	$7,395,422.00	$4,880,676.00	$2,514,746.00

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 with 10 focus on the workshop model.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$878,777.00	$201,122.00	$807,627.00	$158,292.00	$29,243.00	$84,737.00	$1,079,899.00	
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		$647,714.00	$352,136.00	$500,376.00	$434,882.00		$64,592.00	$999,850.00	
1	1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	All Students with Disabilities	No			All Schools		$845,843.00	$1,122,795.00	$1,915,197.00	$53,441.00			$1,968,638.00	
1	1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Students with Disabilities Disabilities, Special Populations, Hispanic and African American	No			All Schools		$621,619.00	$0.00	$379,922.00	$241,697.00			$621,619.00	
1	1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	All	No			All Schools		$250,519.00	$58,094.00	$158,421.00	$150,192.00			$308,613.00	
1	1.6	English Language Arts will focus on Reading and Writing literacy.	All	No			All Schools		$261,059.00	$0.00	$261,059.00				$261,059.00	
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		$45,975.00	$13,192.00	$45,975.00	$13,192.00			$59,167.00	
1	1.8	Highly Qualified and credentialed Teachers	All	No			All Schools		$124,816.00	$0.00	$124,816.00				$124,816.00	
2	2.1	Ensure educational partners have increased knowledge and training of the schools' EL program.	All English Learners	No			All Schools		$539,346.00	$0.00	$539,346.00				$539,346.00	

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		$68,172.00	$0.00	$68,172.00				$68,172.00	
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	All English learners	No			All Schools		$52,592.00	$0.00	$52,592.00				$52,592.00	
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.	All English Learners	No			All Schools		$98,666.00	$0.00	$98,666.00				$98,666.00	
3	3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	All Students with Disabilities	No			All Schools		$119,249.00	$46,472.00	$119,249.00			$46,472.00	$165,721.00	
3	3.2	Increased parent, student and educational partner communications to increase attendance.	All Students with Disabilities	No			All Schools		$28,915.00	$0.00	$28,915.00				$28,915.00	
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$213,857.00	$213,857.00				$213,857.00	
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$168,384.00	$0.00	$168,384.00				$168,384.00	
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	$433,656.00	$433,656.00				$433,656.00	
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	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$94,403.00	$0.00	$94,403.00				$94,403.00	
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	$42,495.00				$42,495.00	$42,495.00	
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	$30,927.00	$30,927.00				$30,927.00	
5	5.2	Increase the number of parent training opportunities by 10% each year. Offering access to	All Students with Disabilities	No			All Schools		$34,627.00	$0.00	$34,627.00				$34,627.00	

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
$4,518,850.00	1,852,819.00	41.002%	0.000%	41.002%	$1,852,819.00	0.000%	41.002 %	**Total:**	$1,852,819.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,852,819.00

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 with 10 focus on the workshop model.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$807,627.00	
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	$500,376.00	
2	2.2	All instructional Activities will be EL standards aligned.	Yes	Schoolwide	English Learners	All Schools	$68,172.00	
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$213,857.00	
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$168,384.00	

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 (%)
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	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$94,403.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,270,875.00	$7,277,404.00

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 with 10 focus on the workshop model.	Yes	$1,197,716.00	$2,032,387.00
1	**1.2**	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Yes	$855,016.00	$936,790.00
1	**1.3**	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	No	$515,452.00	$521,816.00
1	**1.4**	Student with disabilities and or Special subgroups will be provided assisted technology.	No	$1,020,428.00	$1,018,143.00
1	**1.5**	After School Program will increase by 10% of the number of students participating in After school tutorial.	No	$437,336.00	$482,611.00
1	**1.6**	English Language Arts will focus on Reading and Writing literacy.	No	$229,689.00	$245,981.00
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	$55,508.00	$54,391.00
1	**1.8**	Highly Qualified and credentialed Teachers	No	$124,816.00	$128,205.00

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	2.1	Ensure educational partners have increased knowledge and training of the schools' EL program.	No	$521,497.00	$519,519.00
2	2.2	All instructional Activities will be EL standards aligned.	Yes	$58,182.00	$55,318.00
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	No	$51,835.00	$48,219.00
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.	No	$84,627.00	$86,286.00
3	3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	No	$143,458.00	$158,624.00
3	3.2	Increased parent, student and educational partner communications to increase attendance.	No	$25,689.00	$21,818.00
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	Yes	$189,945.00	$204,316.00
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	Yes	$160,366.00	$165,191.00
4	4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	No	$406,819.00	$399,126.00
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	Yes	$89,330.00	$91,291.00
4	4.5	All Students will have access to paid and unpaid job shadowing and	No	$40,098.00	$39,108.00

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)
		work experience opportunities before graduation.			
5	**5.1**	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	No	$29,318.00	$32,681.00
5	**5.2**	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	No	$33,750.00	$35,583.00

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)
$1,783,306.00	$1,718,299.00	$1,783,306.00	($65,007.00)	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 with 10 focus on the workshop model.	Yes	$790,966.00	$792,966.00		
1	1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Yes	$429,510.00	$434,139.00		
2	2.2	All instructional Activities will be EL standards aligned.	Yes	$58,182.00	$59,429.00		
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	Yes	$189,945.00	$178,132.00		
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	Yes	$160,366.00	$162,818.00		
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	Yes	$89,330.00	$155,822.00		

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)
$4,002,550.00	$1,783,306.00	0.000%	44.554%	$1,783,306.00	0.000%	44.554%	$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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