

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: W. E. B. DuBois Public Charter School

CDS Code: 10 76778 1030774

School Year: 2024-25

LEA contact information:

Linda Scott

CEO

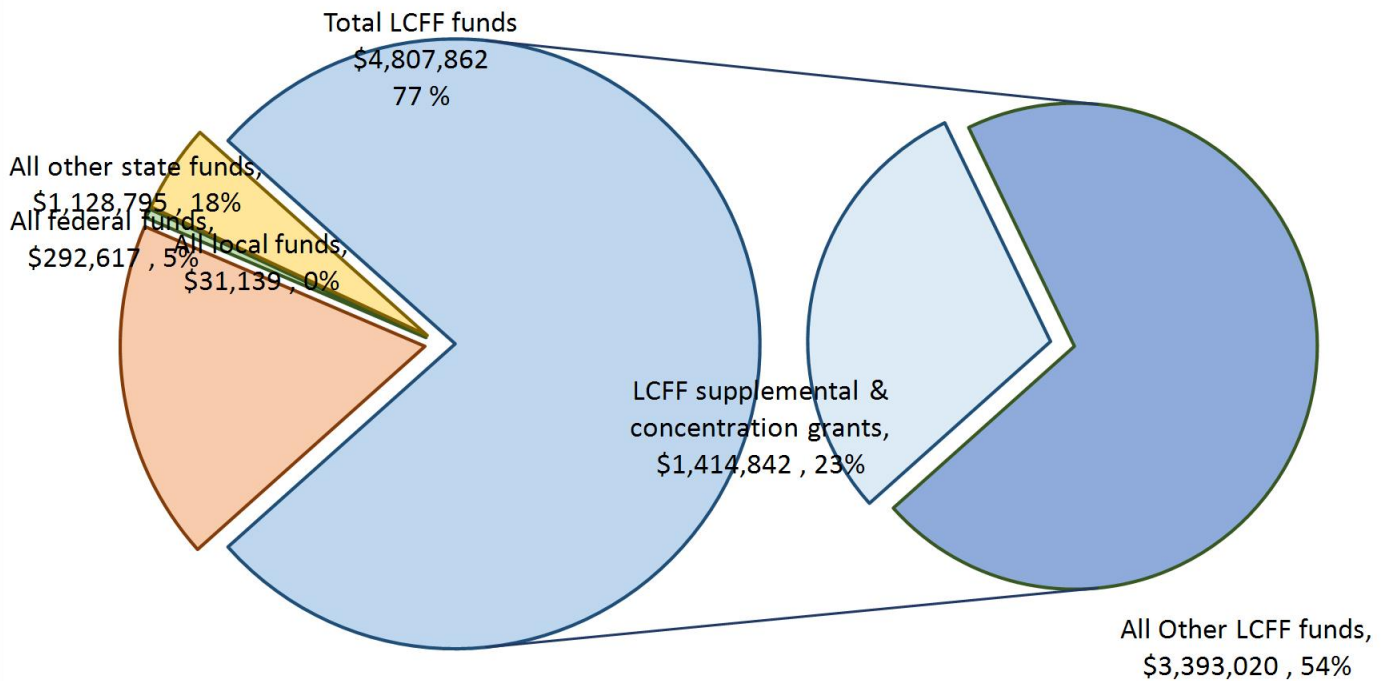
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

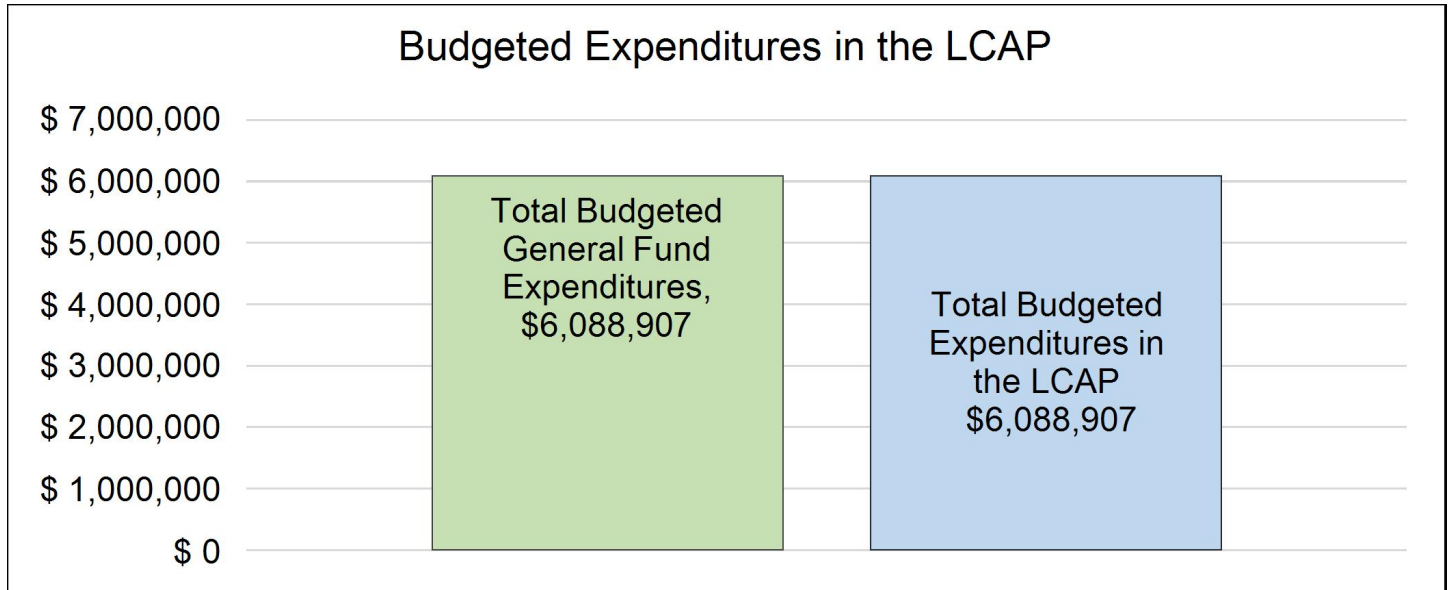


This chart shows the total general purpose revenue W. E. B. DuBois Public Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for W. E. B. DuBois Public Charter School is \$6,260,413, of which \$4,807,862 is Local Control Funding Formula (LCFF), \$1,128,795 is other state funds, \$31,139 is local funds, and \$292,617 is federal funds. Of the \$4,807,862 in LCFF Funds, \$1,414,842 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much W. E. B. DuBois Public Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: W. E. B. DuBois Public Charter School plans to spend \$6,088,907 for the 2024-25 school year. Of that amount, \$6,088,907 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:

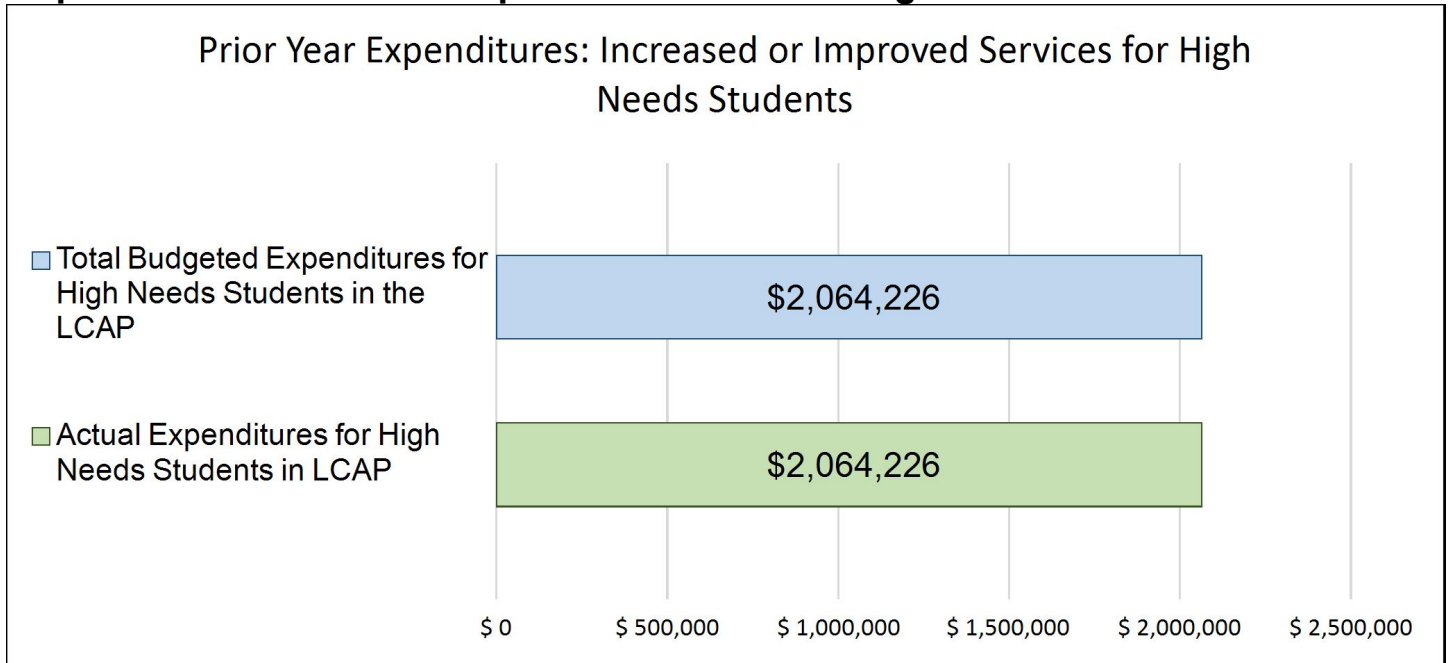
The remaining \$171,506 funds not in the LCAP is a projected excess of revenues over expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, W. E. B. DuBois Public Charter School is projecting it will receive \$1,414,842 based on the enrollment of foster youth, English learner, and low-income students. W. E. B. DuBois Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. W. E. B. DuBois Public Charter School plans to spend \$1,414,842 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, W. E. B. DuBois Public Charter School's LCAP budgeted \$2,064,226 for planned actions to increase or improve services for high needs students. W. E. B. DuBois Public Charter School actually spent \$2,064,226 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
W. E. B. DuBois Public Charter School	Linda Scott CEO	lscott@agapeschools.org 559.230.3072

Goals and Actions

Goal

Goal #	Description
1	W.E.B. DuBois will increase student proficiency in English Language Arts, Math and Science.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math SBAC	Data Year 2020-2021 SBAC 2020-21 MATH Scores exceeding or meeting standards was 7.33% EL: 3.77% FY: N/A LI: 6.99% HL: 0 % SWD: 12.5%	Data Year 2020-2021 SBAC 2020-21 MATH Scores exceeding or meeting standards was 7.33% EL: 3.77% FY: N/A LI: 6.99% HL: 0 % SWD: 12.5%	SBAC 21-22 SBAC 2021-22 Math Scores exceeding or meeting Standards was 11.41% EL: 9.37% FY:10.03% LI:21.23% HL:15.90% SWD:11.41%	SBAC 22-23 SBAC 2022-23 Math Scores exceeding or meeting Standards was 14.9% EL: 13.04% FY: N/A LI: 14.65% HL: 9.09% SWD: 26.32%	Math will increase by 9% overall in Students scoring Proficient and Advance. EL: 5.77% LI 9% HL 5% if possible SWD 14%
Science SBAC	Data Year 2020-2021 SBAC 2020-21 Science Scores exceeding or meeting standards was 1.32% EL 1.72% LI 1.33% HL 0% SWD 0%	Data Year 2020-2021 SBAC 2020-21 Science Scores exceeding or meeting standards was 1.32% EL 1.72% LI 1.33% HL 0% SWD 0%	Data Year 2021-22 SBAC Scores exceeding or meeting standards was 29.48% EL:33.81% LI:18.50% FY:9.08% HL:13.41% SWD:8.36%	Data Year 2022-23 SBAC Scores exceeding or meeting standards was 30.18% EL: 2.32% LI:19.32% FY:8.77% HL:13.04% SWD:8.07%	3% overall increase in Students scoring Proficient and Advance. EL 2% If possible LI 3% HL 2% SWD 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA SBAC	Data Year 2020-2021 SBAC 2020-21 English Language Arts exceeding or meeting standards was 10.82% EL 13.48% LI 10.58% HL 0% SWD 0%	Data Year 2020-2021 SBAC 2020-21 English Language Arts exceeding or meeting standards was 10.82% EL 13.48% LI 10.58% HL 0% SWD 0%	Data Year 2021-22 SBAC 2021-22 English Language Arts exceeding or meeting standards was 15.73% EL:16.8% LI:15.73% FY:NA HL:14.29% SWD: 8%	Data Year 2022-22 SBAC 2022-23 English Language Arts exceeding or meeting standards was 19.88% EL:8.69% LI: 14.65% FY:NA HL:9.09% SWD: 26.32% Need Benchmark Data	5% overall increase in Students scoring Proficient and Advance EL 15.4% LI 12.58% HL 2% SWD 2%

Goal Analysis

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

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

Action 1.1 Overall school performance in English Language Arts: Performance will continued to be monitored; focusing on increases by meeting standards or exceeding standards each year: All schools implemented the academic supports, indicated in action 1.1. There were no substantive/considerable differences in what was planned for this action.

Action 1.2 Overall school performance in Math: All schools implemented the academic supports, indicated in action 1.1. There were no substantive/considerable differences in what was planned for this action.

Action 1.3 Overall school performance in science will increase by meeting standards or exceeding standard each year: We seen increases in science performance.

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.

Action 1.1 Overall school performance in English Language Arts , There were no substantive changes to the budget expenditures. This action item has a budget of \$1,425,467.00 with a midyear expenditure of \$692553.

Action 1.2 Overall school performance in Math: There were no substantive changes to the budget expenditures. For this action the budget remained \$649,820.00 with a mid year expenditure of \$321,500.

Action 1.3 Overall school performance in science: There were no substantive changes to the budget expenditures. For this action the budget remained \$103,582.00 with a midyear expenditure of \$58,900.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 In ELA student achievement has increased by 13.3 points on the California dashboard, and increased equivalent to one performance band.

Action 1.2 In Math student achievement maintained the same as last school year.

Action 1.3 In science student achievement 7 percent to 9 of students meeting standards and has increased from 5 percent in 2019.

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

Our goal 1 has remained the same. However, we are currently looking at shifting our course offerings for middle school with:

1. 7th grade Pre-Algebra (Math 1 for students who are ready)
2. 8th Grade Math 1 (Algebra 1 equivalent; course has a pre-requisite of 7th grade math).

Our goal is to increase in Math performance with the additional supports.

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

Goals and Actions

Goal

Goal #	Description
2	Long-Term English Language Learners will progress towards English Language Proficiency each year in speaking, listening, reading and writing.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Long-term Students completing ELPAC will make progress in Reading, Listening, writing, and speaking. In addition, They will increase participation rate.	Data year :2020~2021 Data Source: ELPAC DuBois had 14.43% students score a Level 4, and 22.68% scored a Level 3.	Data year :2020~2021 Data Source: ELPAC DuBois had 14.43% students score a Level 4, and 22.68% scored a Level 3.	Data Year: 2021-22 Data Source: ELPAC Dubois had 15.46% students scored Level 4 and 29.90% scored level 3	ELPAC 22-23 Data Source: ELPAC Dubois had 18.99% students scored Level 4 and 29.11% scored level 3 ELPAC Bootcamp Post Test Levels Level 1 18.2% Level 2 27% Level 3 33.7% Level 4 8.1% (Redesignation level)	10% of overall EL students that qualify as Long-term EL will increase 1 performance Band toward Level 3 or 4 from 1 or 2.
English Learner participation rate 95%	Data Year 2020- 2021 Data Source: ELPAC EL- Participation rate 99%	Data Year 2020- 2021 Data Source: ELPAC EL-Participation rate99%	Data Year 2021-22 Data Source: ELPAC EL – Participation rate 97%	Data Year 2022-23 Data Source: ELPAC EL – Participation rate 100%	97% of students that are EL designated will complete the ELPAC exam

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	Data Year 2020-2021 Data Source: ELPAC, CALPADS English Learners 29.02% Fluent-English Proficient Students 11.5% Students Redesignated FEP 0% EL: 0 Redesignations	Data Year 2020-2021 Data Source: ELPAC, CALPADS English Learners 29.02% Fluent-English Proficient Students 11.5% Students Redesignated FEP 0% EL: 0 Redesignations	Data Year 2021-22 Data Source: ELPAC, CALPADS English Learners:28.24% Fluent-English Proficient Students 22% Students Redesignated FEP 11.34% EL; 11 Redesignations	Data Year 2022-23 Data Source: ELPAC, CALPADS English Learners: 24% Fluent-English Proficient Students 16.6% Students Redesignated FEP 4.8% EL; 15 Redesignations	7 Students will be reclassified.

Goal Analysis

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

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

Action 2.1 English Language Learners Instructional Strategies: Each EL student was placed in a leveled EL course, for designated ELD. There were no substantial changes or differences from what was planned, and what was executed. All Woodson Schools carried out the actions as planned.

Action 2.2 EL designated will complete the ELPAC exam: We had more than 95 percent of students who tested on the ELPAC and completed the assessment. No substantial differences of what was planned and what was actually executed.

Action 2.3 Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification: We increased in students being reclassified. There were no substantial changes in the delivery of actions, as compared to the planned actions.

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

Action 2.1 English Language Learners Instructional Strategies. There were no substantive changes to the budget expenditures. For this action the budget remained \$605,891.00

Action 2.2 EL designated will complete the ELPAC exam: There were no substantive changes to the budget expenditures. For this action the budget remained \$51,897.00

Action 2.3 Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification: There were no substantive changes to the budget expenditures. For this action the budget remained \$48,223.00

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 2.1 English Language Learners Instructional Strategies: This action was effective as it had a direct impact on the learning stations teachers executed, as a result of the PD and technical assistance teachers received in English Learning Instruction

Action 2.2 EL designated will complete the ELPAC exam: This action was effective as we exceeded our goal of 95% participation rate on the 2023-2024 ELPAC assessment.

Action 2.3 Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification: This action needs more time, as we are in the process of receiving our LCAP scores to redesignate students.

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

There's been no substantial changes to master schedule or changes in newly adopted curriculum supports for EL students. We are continuing to look for additional enrichment activities with designated EL supports. Another shift to support with integrated ELD, each teacher station will focus on a EL domain and labelled (Reading, Writing, Listening, Speaking).

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

Goals and Actions

Goal

Goal #	Description
3	Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards and increase academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	96% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication. SY 2020-2021 Data Source: Teacher Surveys	96% Teachers reported on a survey they were trained on instructional strategies for us students that promote creativity, critical thinking, collaboration and communication. SY 2020-2021 Data Source: Teacher Surveys	80% Teachers reported on a survey they were trained on instructional strategies for us students that promote creativity, critical thinking, collaboration and communication. SY 2021-2022 Data Source: Teacher Surveys	80% Teachers reported on a survey they were trained on instructional strategies for us students that promote creativity, critical thinking, collaboration and communication. SY 2022-2023 Data Source: Teacher Surveys	97% Teachers will report that they are trained on instructional strategies for our students that promote engagement, creativity, Critical Thinking, Collaboration, and Communication
Aspiring Administration Professional Development	Data Year 2020-2021 Data Source: AAPD evaluations 87% of administration score proficient on the Aspiring Administrators elevation.	Data year 2020-2021 Data Source: AAPD evaluations 87% of administration score proficient on the Aspiring Administrators elevation.	Data year 2021-2022 Data Source: AAPD evaluations 87% of administration score proficient on the Aspiring Administrators elevation.	Data year 2022-2023 Data Source: AAPD evaluations 90% of administration score proficient on the Aspiring Administrators elevation.	92% of administration will scored proficient on the Aspiring Administrators elevation.

Goal Analysis

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

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

Action 3.1 Teacher Professional Development. There were no substantial changes or differences from what was planned, and what was executed. All Woodson Schools carried out the actions as planned.

Action 3.2 Aspiring Administrators program. No substantial differences of what was planned and what was actually executed. All participants from the first cohort, completed their aspiring administrators program.

Action 3.3 Teacher and Administrator workshop. There were no substantial changes in the delivery of actions, as compared to the planned actions.

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

Action 3.1 Teacher Professional Development. There were no substantial changes in expenditures of what was planned. the expenditure remained as \$136,292.00

Action 3.2 Aspiring Administrators program. There were no substantial changes in expenditures of what was planned. the expenditure remained as \$15,650.00

Action 3.3 Teacher and Administrator workshop. There were no substantial changes in expenditures of what was planned. the expenditure remained as \$83,250.00

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 3.1 Teacher Professional Development. On academic performance measures on the California Dashboard in both ELA and Science we have seen increases in student achievement. This is a direct correlation to the supports teachers are receiving in the art and science of teaching.

Action 3.2 Aspiring Administrators program. This was effective as we have graduated all first year participants in the two year time frame.

Action 3.3 Teacher and Administrator workshop. This action was effective as we have seen a correlation of increased student participation and engagement.

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

Goal 3 has been shifted to Decrease Chronic Absenteeism and Truancy This goal is a Broad Goal as the goal is asking for a decrease in truancy and specific measurable outcomes will be defined in the action items including increase number of days present on campus and after school programs. We no longer have this as a goal.

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

Goals and Actions

Goal

Goal #	Description
4	Our school goal will increase the number of planned activities to encourage parent participation in School Site Council, Parent Advisory Council, ELAC, and Feedback Collection Initiatives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Rating	Data Year 2020-2021 Data Source: LCAP Survey Parent Satisfaction 94%	Data Year 2020-2021 Data Source: LCAP Survey Parent Satisfaction 94%	Data Year 2021-2022 Data Source: LCAP Survey Parent Satisfaction 93%	Data Year 2022-2023 Data Source: LCAP Survey Parent Satisfaction 93%	Parent Satisfaction will be above 96.5% with parent satisfaction outcomes.
Participation/attendance in key committees (SSC, DELAC)	Data Year 2020-2021 Data Source: LCAP Survey Parent Participation 22%	Data Year 2020-2021 Data Source: LCAP Survey Parent Participation 22%	Data Year 2021-2022 Data Source: LCAP Survey Parent Participation 44%	Data Year 2022-2023 Data Source: LCAP Survey Parent Participation 41%	Increase parent participation by 1.5% each year for each one of the advisory committees.

Goal Analysis

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

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

Action 4.1 Increase Parent Involvement: There were no substantive/considerable differences in what was planned for this action. All schools held parent education partner meetings and focus groups.

Action 4.2 Increase Parent Survey Satisfaction: There were no substantive/considerable differences in what was planned for this action.

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.

Action 4.1 Increase Parent Involvement: There were no substantive/considerable differences in budget expenditures. Budget expenditures remained \$21,875.00 for this action item.

Action 4.2 Increase Parent Survey Satisfaction: There were no substantive/considerable differences in budget expenditures. Budget expenditures remained \$6,345.00 for this action item.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 4.1 Increase Parent Involvement: Was extremely effective, as we increased parent participation with increases in meetings in both April and May, as well as the increased virtual presence of parents taking advantage of that opportunity to participate. Both SSC meetings and DELAC meetings encourage a diverse parent population representation, with additional resources for translation, for our non English speaking parents.

Action 4.2 Increase Parent Survey Satisfaction. Extremely effective as we received valuable feedback on changes for the upcoming school year. Parent Survey satisfaction was over 90 percent

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

Goal 4 has been changed to Student completers will increase in CTE courses and Career Pathways .This goal is a focus goal due to it is a new goal and it is a focus goals to improve DASS outcomes. We are currently in the Red on the DASS indicators of College and Career Readiness which is measured by this goal. Our parent participation goal was shifted to Goal 5.

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

Goals and Actions

Goal

Goal #	Description
5	Our school will maintain safe and clean facilities that promote learning with instructional support such as 1:1 Computer technology, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Clubs / Sports Activities	Data year: 2020-2021 Clubs offered. Data Source: After School program report.	Data year: 2020-2021 Clubs offered. Data Source: After School program report.	Data year: 2021-2022 Clubs offered. Data Source: After School program report.	Data year: 2022-2023 Clubs offered. Data Source: After School program report.	The school will offer up to 2 additional student clubs each year for all students.
After school Program	Data year: 2020~2021 Data Source: After School program report. Offered No sports only practice and tournaments.	Data year: 2020~2021 Data Source: After School program report. 2 New sports were offered.	Data year: 2021~2022 Data Source: After School program report. 3 New sports were offered.	Data year: 2022~2023 Data Source: After School program Report. Currently we offer Volleyball, Basketball, track and Soccer. 3 new clubs: Yearbook Club and Beading Club, Gardening and Gaming	The school will offer a total of 3-5 sports per year and add 1 new sport each year.

Goal Analysis

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

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

Actions 5.1 Increase the number of clubs and sports for students . No substantial changes Each school increased in at least one sport, and one student led club.

Actions 5.2 Increase student activities. No substantial changes. Each school participated in the increased student activities we planned for the year.

Actions 5.3 Safe facilities and clean Restroom facilities and Eating areas is a school priority. Though we had some staff changes, we were able to execute the actions planned for action 5.3

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.

Actions 5.1 Increase the number of clubs and sports for students. No substantial budget impacts or changes from what was planned. The budget for this item remained \$150,000.00.

Actions 5.2 Increase student activities. No substantial budget impacts or changes from what was planned. The budget for this item remained \$73,251.00.

Actions 5.3 Safe facilities and clean Restroom facilities and Eating areas is a school priority. No substantial budget impacts or changes from what was planned. Though we had some shifts in staff, we were able to hire and maintain fiscally balanced. The budget for this item remained \$886,076.00.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 5.1 Increase the number of clubs and sports for students this was very effective, as we seen an increase in student participation in clubs, specifically basketball, volleyball, and track and field.

Actions 5.2 Increase student activities. This action needs more time to gage student interest in student led activities, as students have all focused their efforts on club and sports participation. Students reporting on satisfaction survey, increased interest and satisfaction with the additional clubs and sports this year.

Actions 5.3 Safe facilities and clean Restroom facilities and Eating areas is a school priority. This action needs more time to measure effectiveness as we have had changes in staff, and increased demand for training for custodial staff

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

Goal 5 has been changed to "Increase Parent Engagement ,Training , and Promoting Community along with the School Serving as a Resource.

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

Goals and Actions

Goal

Goal #	Description
6	Our school will maintain a minimum of 90% attendance rate for ASAM students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	Data year 2020-2021 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 22.5% HIS 22.3% AA 24.6%	Data year 2020-2021 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 22.5% HIS 22.3% AA 24.6%	Data year 2021-22 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 16.0% HIS 14.3% AA 9.2%	Data year 2022-23 Chronic Data Source: DataQuest, CALPADS Absenteeism Rate 11.3 % HIS 15 % AA 10.6 % Days Enrolled ar 33580 Days Present are 31755	Chronic Truancy will decrease by 7% HIS 11.3% AA 14.6%
Attendance Rate for DASS students	Data year 2020-21 93%	Data year 2020-21 93%	Data Year 2021-22 94%	Data Year 2022-23 96%	will maintain a minimum of 90% attendance rate for DASS students
Suspension Rate of students enrolled 90 days or more	Data year 2019-2020 1.2% Data Source: DASH, Data Quest	Data year 2020-2021 0.3% Data Source: DASH, Data Quest	Data year 2021-22 0% Data Source: DASH, Data Quest	Data year 2022-23 0% Data Source: DASH, Data Quest	will maintain a minimum of 1.5% decrease in suspension rates

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

Goal Analysis

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

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

Actions 6.1 Overall attendance . No substantial changes were made to the action
 Actions 6.2 Decrease Chronic Truancy. No substantial changes were made to the action.

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.

Actions 6.1 Overall attendance . No substantial changes made to the action. There were no substantial changes to the budgeted expenditures. The budget amount remains \$310,531.00 for this item.
 Actions 6.2 Decrease Chronic Truancy There were no substantial changes to the budgeted expenditures. The budget amount remains \$83,029.00.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 6.1 Overall attendance . Due to the impact of Covid and our highly transient population, we will need more time to evaluate the effectiveness of this action due to COVID and the changes in the California Dashboard Reporting
 Actions 6.2 Decrease Chronic Truancy has decreased, with chronic absenteeism declining by 7.1 percent, increasing to the yellow performance band.

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

We have changed goal 6 to Increasing the number of students graduating by the 4th or 5th year cohort.

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

Goals and Actions

Goal

Goal #	Description
7	All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathways enrollment/completion	Data year: 2020-2021 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 81%	Data year: 2020-2021 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 81%	Data year: 2021-2022 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 81%	Data Year 2022-2023 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 84%	The number of students earning a C or better in Career Pathways will increase by 1% per year for a total of 85%.
Expand Career and CTE Pathways for All students	Data Year: 2021 Data Source: CTE reports 0 expansion	Data Year: 2021 Data Source: CTE reports 0 expansion	Data Year: 2022 Data Source: CTE reports 0 expansion	Data Year: 2023 Data Source: CTE reports 0 expansion	Expand Career pathways and CTE programs by 1 per year based on students' needs, and/or jobs in demand.
Student and Parent Survey	Data year: 2020-2021 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2020-2021 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2021-2022 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2022-2023 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Career readiness survey satisfaction will be at 93%

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

Goal Analysis

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

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

7.1 Expand Career pathways and CTE programs, there were no substantial changes were made to this action. All schools provide pathway options in both business and medical assistant careers.
 7.2 Passing Students for career pathway courses there were no substantial changes made to this action. All students enrolled into a pathway and worked towards passing at least 2.
 7.3 Student and parents’ surveys, no substantial changes were made to this action. Students and parents participated in the satisfaction survey, and the action was carried out as indicated in the metrics listed above.

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.

7.1 Expand Career pathways and CTE programs there were no significant changes in budget expenditures and actual expenditures. The budget for this item remains \$222,325.00.
 7.2 Passing Students for career pathway courses, there were not changes in the budget expenditures and actual expenditures. The budget for this item remains \$153,205.00
 7.3 Student and parents’ surveys there was no substantial changes in the budget expenditure in comparison to our actual expenditures. The budget for this item remains \$109,351.00

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

7.1 Expand Career pathways and CTE programs, we still need time to work on expanding our CTE pathways. We need more time to properly engage our educational partners to increase or offerings.
 7.2 Passing Students for career pathway courses this goal was effective as our target population all passed at least two CTE courses, this past year.
 7.3 Student and parents’ surveys, this action was extremely effective as it informed us on which career pathways to expand.

This goal was especially helpful as we had 14 students out of our 34 who decide to continue their career pathways at the Agape College of Business and Sciences. Students also received acceptances to Fresno Pacific University and Fresno State University. 16 students in total are pursuing a 4 year post secondary education, with 19 students additional students pursuing their education at the community college of their choice.

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

7.1 Expand Career pathways and CTE programs, based on the student and parent responses, we've added students to our gaming/media pathway, and have hired a CTE teacher to support. We purchased additional A-G CTE courses to our offerings, where students can continue their pathway while earning A-G credit towards a CSU or UC.

7.2 Passing Students for career pathway courses, we are looking at increasing our student enrollment into our career pathways, and providing additional tutorials, to support with mastery of the CTE content. Leveraging our dual enrollment programs.

7.3 Student and parents' surveys we will adjust our surveys to seek to gauge interest in other CTE pathways.

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

Goals and Actions

Goal

Goal #	Description
8	Students in our special education populations will make satisfactory progress towards H.S. graduation requirements.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Data year: 2020-2021 Data Source: Data Quest W.E.B. DuBois Graduation Rate is 96.2% W.E.B. DuBois Credit Eligible Graduation Rate 98% EL: 0% FY:0% LI: 96% SPED: 0%	Data year: 2020-2021 Data Source: Data Quest W.E.B. DuBois Graduation Rate is 96.2% W.E.B. DuBois Credit Eligible Graduation Rate 98% EL: 0% FY:0% LI: 96% SPED: 0%	Data year: 2021-2022 Data Source: Data Quest W.E.B. DuBois Graduation Rate is 100% W.E.B. DuBois Credit Eligible Graduation Rate 100% EL: 84.6% FY:* subgroup not reported LI: 85,1% SPED: * subgroup not reported	Data year: 2022~2023 Data Source: Dataquest W.E.B. DuBois Graduation Rate is 97% W.E.B. DuBois Credit Eligible Graduation Rate 96% EL: 3% FY:0% LI: 91% SPED: 6%	Overall High school graduation rate for 5-year cohort will increase above 97% LI: 97%
Special Population	Data Year : 2020-2021 Graduation rate for Socioeconomically Disadvantaged 74% and Students with Disabilities is 0%.	Data Year : 2020-2021 Graduation rate for Socioeconomically Disadvantaged 74% and Students with Disabilities is 0%.	Data Year: 2021-2022 Graduation rate for Socioeconomically Disadvantaged 95% and Students with Disabilities is 5%.	Data Year: 2022-2023 Graduation rate for Socioeconomically Disadvantaged 95% and Students with Disabilities is 5%.	Overall High school rate for 5- year Cohort for special populations will increase by 3% for Students with disabilities, and Low Income LI: 77%

Goal Analysis

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

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

- 8.1 Overall High school graduation rate, there were no substantive changes made to this action. All sub-actions were carried out and monitored by site admin, as updated in each school's site plan.
- 8.2 Students in Special population, there were no substantive changes we made to this action.

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.

- 8.1 Overall High school graduation rate there were no substantive difference in budgeted expenditures and what was actually expended during the school year. The expenditures for the school year for this item is \$182,991.00.
- 8.2 Students in Special population, no substantive/considered changes to budget expenditures. The expenditures for the school year for this item is \$5,287.00

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 8.1 Overall High school graduation rate: Based on years prior to Covid, this action is effective and mitigating the impacts of COVID. We will still need more time to measure the effectiveness of this goal, due to those impacts.
- 8.2 Students in Special population: We have seen success with this action in supporting our special populations. Our special populations on track to graduate on time are as follows:

Data on Subgroups on Graduation rates

- African Americans- 100%
- Hispanic - 100%
- English Learners - 100%
- Foster Youth - 100%
- Homeless Youth - 100%
- Students With Disabilities- 100%

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

Goal 8 has now changed to School Climate will be safe with increased activities and parent and student engagement.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
W. E. B. DuBois Public Charter School	Linda Scott CEO	lscott@agapeschools.org 559.230.3072

Plan Summary [2024-25]

General Information

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

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

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

Reflections: Annual Performance

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

In reflecting from the growth from the two prior years on the California Dashboard, we have made significant growth on the academic

performance indicators:

1. College and Career performance indicator demonstrated a rise in comparison to 2019 and has increased by 54% from approximately 11% being prepared to 65.1 % as indicated on the 2022-2023 Dashboard report. All students pursue a pathway, and this year, we held focus groups, to prepare for adding our CTE courses, to the University of California A-G approved course list, as this will assist in increasing our College and Career indicator rate. Moving into next year, A-G courses will be our default courses for our diploma. In total, A-G consists of 150 credits divided into 15 courses of study. As our students have increased their undertaking of A-G courses, we have provided additional support, as well as updated our A-G course offerings, to where we anticipate a rise in this indicator, for the upcoming school year. 100 percent of students applied to both 4 year and 2 year institution, and all students who applied to their respective post secondary education institution of choice, was accepted. Agape College of Business and Sciences received a significant amount of transferring students, into the career pathway courses, they students began during their dual enrollment, in High School.

2. English Language Arts Performance has increased and moved a performance band. The increase was 13.3 points, should we continue this progress we should move to the green performance band within 2 years. All of our students have been placed in the increase band, in comparison to scoring very low during the 2021-2022 school year.

3. Math performance maintained unchanged. Moving forward all incoming 8th grade students will take a Mathematics 1 course, equivalent to HS Algebra 1 starting the 2024-2025 school year.

4. English Learner Progress has also increased by 3.5%. We now have 52.3 % making progress towards English Language Proficiency. We are in the green in this area on the California Dashboard.

5. Implementation of Academic Standards were met.

In the Engagement Indicators, Chronic Absenteeism declined by 7.1 percent, moving a performance band. We also saw a decline in graduation rate. Due to the transient population we serve, many of our students remain with us, after their 4th year cohort has graduated. For our DASS indicator all students had a graduation rate of 85%, with socio economically disadvantaged students with disabilities having the highest graduation rate of 84.5%.

Reflections: Technical Assistance

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

Our technical provider is FCSS who has supported us this year in implementing our Workshop Model with fidelity to the common core standards. Specifically, they have provided workshops and lesson planning training, so that teachers can deliver a high quality mini lesson, and small group lesson in the teacher station, of the workshop model. We have had our Algebra 1 teachers attend the FCSS network meetings, and will be moving to have all math teachers, including middle school to attend. For math, we have made a shift to providing students with a Mathematics 1 leveled course (algebra 1). Very thankful for the collaboration of PD with FCSS as we partner with them in creating our PD calendar for the school year.

Comprehensive Support and Improvement

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

Schools Identified

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

School no longer in CSI

Support for Identified Schools

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

School no longer in CSI

Monitoring and Evaluating Effectiveness

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

School no longer in CSI

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents Advisory /Community Meetings	Surveys of Parents, Public Hearings, Informative Meetings and Dialogue 9/13/23, 3/13/24, 4/10/24, 5/15/24, 5/29/24
School Site Council	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialogue 9/20/23, 11/15/23, 1/17/24, 3/13/24, 4/24/24, 5/1/24, 5/15/24, 5/22/24, 5/29/24
DELAC/ English Language Advisory Committee	Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings. Financial Aid Information and dialogue 9/20/23, 11/15/23, 12/06/24, 01/17/24, 02/07/24, 03/13/24, 04/24/24, 05/1/24, 05/15/24, 05/22/24, 05/29/24
Fresno County Superintendent of Schools	Feedback Meetings with Consultants and Administration, Professional Development, and Technical Assistance Provider, Community Grant 9/20/23, 10/6/23, 11/15/23, 1/17/24, 2/1/24, 2/28/24, 3/18/24, 5/1/24 and 5/11/24
Career Pathway and Business, Community Advisory Committees	Advisory input meetings, data sharing of community and employer needs. 04/16/24
Students	Surveys, Interviews, and Focus Groups

Educational Partner(s)	Process for Engagement
	4/10/24, 04/12/24
Social Workers	Meeting to discuss Foster Youth needs 05/22/24
Parents	Surveys, Call Banks, Zoom Meetings 4/14/24 ,4/26/24, 4/28/24, 5/5/24, 5/10/24
Teachers and Classified support staff	Surveys, Meetings, focus groups, PLC's Every Wednesday 04/01/24-05/29/24
Agape Governing Board	Governing Meetings, Public Hearings 8/4/23, 9/9/23, 10/21/23, 12/9/23, 12/30/23, 1/30/24, 4/24/24, 5/8/24, 5/22/24 Board Adopted 6/13

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

The 2024-2025 LCAP was drafted and voted on through engaging educational partners. The goals, actions, and focus of the LCFF funds were developed through a process drafted with educational partner input that included community, student, teacher, and parent surveys. This information was used to determine how we may meet the diverse needs of our student population. Lifting the Educational Partner feedback to assist in the creation of our final LCAP.

Parents Feedback: During DELAC, SSC's, and Parent meetings throughout the year parents were surveyed for feedback on the schools progress on our goal actions. Parents expressed satisfaction and from school community in tailoring the educational experience of their students. This was especially important in our decision to provide Algebra 1 course (Mathematics I) to all 8th grade students next year, with the opportunity for 7th grade students to explore the content through in school and after school enrichment tutoring.

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.

Teacher Feedback: Staff were surveyed on our goal actions, and what actions we should consider changing. Staff provided feedback supported us with Goal 1, Actions 1-3, as well as Goal 7. This was especially important as staff have expressed a strong sense of ownership

of outcomes for our school community. This was especially important when planning Goal 2, and the actions to ensure we provide equitable opportunities with outcomes for our students.

School Board Feedback: Board members expressed great pleasure in our Career and College readiness goal, as on the Dashboard we performed High on college readiness. 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	<p>Increase Academic Performance Outcomes for Students</p> <p>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.</p>	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Professional Development will increase by 2 additional workshops increased to	Professional Development, and Technical Assistance Provider. Total 13 Professional			Professional Development, and Technical Assistance Provider.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	10 to focus on the Workshop Model.	Developments 8/24/23 9/13/23 9/27/23 10/11/23 10/25/23 11/8/23 11/29/23 12/13/23 2/13/24 3/13/24 3/18/24 4/5/24 5/11/24 Professional development for computations, EL Standards			Total 18 Professional Developments Including additional professional development in AVID Program, 1 day LEA leadership training, Focus Area on How to Integrate College and Career Readiness Culture.	
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	SBAC 22-23 SBAC 2022-23 Math Scores exceeding or meeting Standards was 14.9% EL: 13.04% FY: N/A LI: 14.65% HL: 9.09% SWD: 26.32%			SBAC 26-27 SBAC 2026-27 Math Scores exceeding or meeting Standards will be: 21%	
1.3	Mathematic courses will have a credentialed teacher and a tutor to	Currently we have 2 credentialed math teachers for both high school and middle			Students in Grades 6-12 will receive compacted curriculum leading	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increase student engagement.	school grades. We also have contracted with Edgenuity to provide students with a virtual fully credentialed teacher.			to college algebra. Students will receive built in tutor/coach for during independent practice.	
1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Currently, 100 percent 1:1 ratio for assisted technology for all subgroups,			Maintain 100 percent 1:1 ratio for assisted technology for all subgroups, while expanding diversified technology by 15%	
1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses.			80% of student body participate in 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			50% of ELA and Social Studies Teachers with Reading Intervention Specialist credential. 50% of 100% Science and CTE Teachers participate in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student groups and provide Equity interventions for unduplicated pupils including EL, Homeless, Foster, Low-income students, Hispanic, African American students. SPED and 504 modification and accommodation. Currently 80% implemented			scholastic writing professional development in : 1. Research Writing (Experimental Method) 2. Review of Literature (Expository Text). 3. Literary Response to Text and Media (including film). 4. Argumentative Writing	
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.			Total of 18 professional developments in NGSS science standards and engagement strategies. Including computer science courses, and AP science instructional framework and implementation strategies.	
1.8	Highly Qualified and credentialed Teachers					

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.		\$898,345.00	Yes
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	Student will increase Mathematic scores by at least one band.	\$561,651.00	Yes
1.3	Mathematic courses will have a	Qualified Substitutes will be utilized for tutorial supports in each course. This will allow increased 1:1 attention in Mathematics .	\$207,500.00	No

Action #	Title	Description	Total Funds	Contributing
	credentialed teacher and a tutor to increase student engagement.			
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.	\$976,248.00	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.	\$117,408.00	Yes
1.6	English Language Arts will focus on Reading and Writing literacy.	Upon review of State and local Assessments learning losses have been experienced post Pandemic this action will address those learning losses by focusing on identified gaps. Instructional Staff will support vocabulary development, increased reading and writing activities by 20%. The workshop model will be used as a focus of delivery to students. Individualized support will be provided through personalized tutorials . Professional Development will also focus on School wide Reading and Writing literacy. Increased Student engagement activities including family reading night, incentives for students moving reading levels and incremental achievement acknowledgments of our students will be incorporated.	\$128,835.00	Yes
1.7	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs	Teachers will participate in interactive Science Professional Developments in order to increase Student Engagement in Science and increase the number of Science labs by additional 10 labs per year.	\$105,600.00	No

Action #	Title	Description	Total Funds	Contributing
	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 Teachers Induction program. The number of Misassigned teachers will decrease by 5% each year.	\$125,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Academic Performance Among EL students	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Long-term Students completing ELPAC will make progress in Reading, Listening, writing, and speaking. In addition, They will increase participation rate.	<p>Data year :2024~2025</p> <p>Data Source: ELPAC DuBois had 14.43% students score a Level 4, and 22.68% scored a Level 3.</p> <p>EL: 1, 2, 3, 4</p> <p>LI: 1, 2, 3, 4</p>			10% of overall EL students that qualify as Long-term EL will increase 1 performance Band toward Level 3 or 4 from 1 or 2.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	All instructional Activities will be EL standards aligned.	100 percent of designated EL establish by deployment. Teachers receive support with Integrated ELD students.			100% fully implemented with expanded EL aligned activities.	
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			100 percent of teachers to receive PD on how implement integrated ELD with fidelity.	
2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated.				EL Progress at a Level of Green or Blue on the California Dashboard.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure Stakeholders have increased knowledge and training of the schools' EL program.	Parents and Community will be invited to participate in trainings for the schools' English Learner program. This is a need expressed on our surveys as Parents, Students and Community needs to be aware of the resources it provides. By being aware of the resources parents, students and community can take advantage of its opportunities additionally input from stakeholders would be considered when formulating what type of trainings that will be provided starting 2024-2025.	\$764,530.00	No
2.2	All instructional Activities will be EL standards aligned.	Through stakeholder input the EL action program plan would be revised and readopted, to focus on program quality. The EL program that Teachers will follow guide instructional minutes and supports.	\$47,181.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$129,410.00	Yes
2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification 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.	\$82,509.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Decrease Chronic Absenteeism and Truancy to increase student learning. This goal is a Broad Goal as the goal is asking for a decrease in truancy and specific measurable outcomes 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.
<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	35.1 percent chronically absent.			Chronic Absenteeism will decrease with an indicator of Green on the California Dashboard by the 2026-2027 School Year	
3.2	Increased Parent, Student and Stakeholder Communications to increase attendance	Currently, we have increased our parent engagement by 2 percent, in relationship to parents participating			All education partner meetings will have a total of 12 members from parent and student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>on SSC/DELAC advisory committees</p> <p>Here is the breakdown of broadcasts for grades 6-12. School messenger reaches 63% of parents. (phone). Email reaches 25% of parents. 71 parents completed the LCAP survey 23-24</p>			educational partners.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$168,900.00	No
3.2	Increased Parent, Student and Stake holder Communications to increase attendance	Parent Surveys and Parent input have mandated the school to add text messaging and virtual meetings as an additional form of communication. Parent have also requested training on how to increase the number of days how their child/ren attend school. We will leverage our parent involvement and resources for community outreach and support to decreased Chronic absenteeism.	\$23,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>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.</p> <p>This goal is a focus goal due to it is a new goal and it is a focus goals to improve DASS outcomes. We are currently in the Red on the DASS indicators of College and Career Readiness which is measured by this go</p>	Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 b or higher in CTE sequence courses.			All graduating credit eligible seniors will have completed 2 CTE sequenced courses , earning a C- or higher by the 2026-2027 school year.	

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.			All graduating credit eligible seniors will receive an industry related certificate or certification, by the 2026-2027 school year.	
4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	Currently this is in the planning phase and will be fully implemented with the addition of a CTE course, in the 24-25 school year			Dual enrollment courses will include 5 sequenced courses within student major, and 3 general education courses, towards degree completion by 2026-2027 school year. For 1 college credit earned, students will receive 5 H.S credits.	
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	This is currently in the planning phase, as all students participate in an individual learning 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			COST system for intervention will be sustainable by 2026-2027 school year, that identifies needs and provides wrap around support to students in special population. Will have 1 devoted student support staff towards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		established.			college counseling, and 1 devoted towards career readiness and planning.	
4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	This is in the planning phase and will be fully implemented in the 24-25 school year.			All graduating seniors will have 120 hours of paid/unpaid job shadowing experience by the 2026-2027 school year. This will be translated into 10 elective credits.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$177,957.00	No
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.	\$373,352.00	No
4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	Our data from DASS shows a need to increase College and Career readiness for our students. This Goal will work in partnership with Agape College of Business and Science which is an accredited College which provides multiple career pathways within the Charters. Students may also attend another dual enrolled program that has an articulation agreement with the Charter. The Partnership will ensure the expansion at which each charter site at at least 1 program each year. Our DASS Graph will move one color each year.	\$190,000.00	No
4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	Students and Parents of special population have expressed the need to expand more hands on expanded pathways additionally various support were identified as a need for student of special population including home technology, 1:1 mentoring and counseling.	\$85,900.00	No

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.	\$68,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement)</p>

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	<p>Broadcast Numbers for Dubois TK - 5 is 135 messages: (2 languages) 98% messages and 2% emails.</p> <p>Broadcast Numbers for Dubois 6-12 is 88% combined for telephone and email messages that are delivered to parents. Emails are sent in two languages.</p>			90 percent of read/delivered text and emails to all parents.	
5.2	Increase the number of parent training opportunities by 10% each year. Offering	Currently, 13 parent training opportunities with parent meetings			15% of parent participation in program offered through ACBS and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access to community trainings, and career pathways.				or local parent trainings.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$28,500.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$32,800.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Increasing the number of students graduating by the 4th or 5th year cohort.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

CSI revealed

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Overall High school graduation rate will increase to 85% for all 5th year Cohort Students.	Currently 75% Graduation rate on California dashboard.			85% Graduation Rate for all 5th year students.	
6.2	Students in Special population	Currently HIS 77.4%, SES 75%			AA 80 percent HIS 80, SES 80, SWD 88 percent	
6.3	The school will meet all the A-G requirements to be offered to all our students	College and Career Readiness: 65.1% prepared			85% of students will meet A-G requirements	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Overall High school graduation rate will increase to 85% for all 5th year Cohort Students.	Overall High school graduation rate for 5-year cohort will increase above our current year's goal of 85% and above 80% for the ,next school year, our third year for this action. We will continue to maintain partnership with sponsoring school district per Special Education Arrangement. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained We will continue to provide tutoring and support services outside of instructional time. This will include tutoring and support services are available after school, referrals from our MTSS/PBIS systems, student support and supplement material for Common Core and EL standards, as well as instructional support for all teachers and staff	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Core classroom instruction will support the needs of students with disabilities. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities. This includes Ed. Coordinators providing support and coaching; monitor student performance and achievement, and CSI plan incorporation ensuring on-time graduation.		
6.2	Students in Special population	Students in special populations including foster youth, students with disabilities, English Learners, and identified significant groups such as Hispanic and African American will increase toward graduation by 2% each year. With this action we will maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. Our homeless/foster youth liaison is responsible for ensuring program compliance. To support with program compliance, we will continue to provide professional learning opportunities for support staff to ensure support for homeless and foster youth students. This will also inform our efforts to develop additional referral resources. These resources will be produce multiple languages, and information will be mailed regularly as well as placed in multiple locations throughout the campus	\$146,525.00	No
6.3	The school will meet all the A-G requirements to be offered to all our students	Student will have opportunities to meet all the A-g requirement by 2026 School year in addition, school will offer 1 AP class by 2026-2027 school year.	\$168,503.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	School Climate will be safe with increased activities and parent and student engagement	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Expand and secure facilities for additional active classrooms and or for Sports activities.	This is currently in the planning phase. Currently two spaces for sports activities.			Expand and secure facilities for additional active classrooms and or for Sports activities for Basketball, Soccer, and Baseball.	
7.2	Increase student activities	This is currently in the planning phase. Implementation will begin 24-25 school year.			Increase in student activities by 50%.	

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

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Expand and secure facilities for additional active classrooms and or for Sports activities.	Our needs assessment and LCAP, SSC and ELAC meetings have expressed the need to expand facilities to increase the number of Classrooms in addition to expanding sports activities by expanding Gym and outdoor Facilities for Students. Facilities will be expanded to meet the identified needs over the next 3 years.	\$215,829.00	No
7.2	Increase student activities	Our school will increase student activities including tutoring, Saturday school, and sports offerings by 1-2 activities per year. Health and Wellness for all students	\$114,424.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> a. Summer Programs b. Afterschool and Saturday Intervention program c. Physical Education and Enrichment d. SEL: Social Emotional Learning support e. Mental health therapist and consultants for staff and students. f. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment to enhance health and wellness. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness to support health and fitness for physical education and activity. g. PBIS h. Increase the number of clubs by 1 per year. i. Increase the number of field trips by 2 per year. j. Increase students' incentives for students attending activities 		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$1,414,842	\$171,745

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.428%	0.000%	\$0.00	29.428%

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	<p>Action: Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.</p> <p>Need: Increase English, Math and Science</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.2	<p>Action: Mathematics will be monitored for incremental improvement using benchmark and local assessment data.</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
1.5	<p>Action: After School Program will increase by 10% of the number of students participating in After school tutorial.</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
1.6	<p>Action: English Language Arts will focus on Reading and Writing literacy.</p> <p>Need:</p> <p>Scope: Schoolwide</p>		

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
1.8	<p>Action: Highly Qualified and credentialed Teachers</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
2.2	<p>Action: All instructional Activities will be EL standards aligned.</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
2.3	<p>Action: English Language Learners Instructional Strategies will translate to increased student engagement.</p> <p>Need:</p> <p>Scope: Schoolwide</p>		
2.4	<p>Action: Students will be reclassified that score at level 4 and meet all qualifying factors for</p>		

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
	reclassification. EL focused reclassification monitoring EL students will be mandated. Need: Scope: Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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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.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,807,862.00	\$1,414,842	29.428%	0.000%	29.428%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,636,356.00	\$1,128,795.00	\$31,139.00	\$292,617.00	\$6,088,907.00	\$4,192,602.00	\$1,896,305.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools 7th-12	25-27	\$489,492.00	\$408,853.00	\$493,196.00	\$374,010.00	\$31,139.00		\$898,345.00	
1	1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$428,000.00	\$133,651.00	\$372,035.00	\$120,500.00		\$69,116.00	\$561,651.00	
1	1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	All Students with Disabilities	No			All Schools		\$0.00	\$207,500.00	\$207,500.00				\$207,500.00	
1	1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Students with Disabilities	No			All Schools		\$797,435.00	\$178,813.00	\$976,248.00				\$976,248.00	
1	1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$93,926.00	\$23,482.00	\$36,676.00	\$80,732.00			\$117,408.00	
1	1.6	English Language Arts will focus on Reading and Writing literacy.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$128,835.00	\$0.00	\$128,835.00				\$128,835.00	
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		\$43,484.00	\$62,116.00	\$93,544.00	\$12,056.00			\$105,600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Highly Qualified and credentialed Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
2	2.1	Ensure Stakeholders have increased knowledge and training of the schools' EL program.	All Students with Disabilities	No			All Schools		\$541,497.00	\$223,033.00	\$136,932.00	\$541,497.00		\$86,101.00	\$764,530.00	
2	2.2	All instructional Activities will be EL standards aligned.	English Learners	Yes	School wide	English Learners	All Schools		\$47,181.00	\$0.00	\$47,181.00				\$47,181.00	
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	English Learners	Yes	School wide	English Learners	All Schools		\$129,410.00	\$0.00	\$129,410.00				\$129,410.00	
2	2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated.	English Learners	Yes	School wide	English Learners	All Schools		\$82,509.00	\$0.00	\$82,509.00				\$82,509.00	
3	3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	All Students with Disabilities	No			All Schools		\$100,000.00	\$68,900.00	\$100,000.00			\$68,900.00	\$168,900.00	
3	3.2	Increased Parent, Student and Stakeholder Communications to increase attendance	All Students with Disabilities	No			All Schools		\$23,500.00	\$0.00	\$23,500.00				\$23,500.00	
4	4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	All Students with Disabilities	No			All Schools		\$0.00	\$177,957.00	\$177,957.00				\$177,957.00	
4	4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	All Students with Disabilities	No			All Schools		\$373,352.00	\$0.00	\$373,352.00				\$373,352.00	
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	\$190,000.00	\$190,000.00				\$190,000.00	
4	4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional	Students with Disabilities English learners, Low income, Foster youth	No			All Schools		\$85,900.00	\$0.00	\$85,900.00				\$85,900.00	

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
		Counseling and resources in order to successfully transition in College or Career readiness														
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	\$68,500.00				\$68,500.00	\$68,500.00	
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	\$28,500.00	\$28,500.00				\$28,500.00	
5	5.2	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	All Students with Disabilities	No			All Schools		\$32,800.00	\$0.00	\$32,800.00				\$32,800.00	
6	6.1	Overall High school graduation rate will increase to 85% for all 5th year Cohort Students.	All Students with Disabilities	No			All Schools		\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
6	6.2	Students in Special population	All Students with Disabilities English learners, Low income, Foster youth	No			All Schools		\$146,525.00	\$0.00	\$146,525.00				\$146,525.00	
6	6.3	The school will meet all the A-G requirements to be offered to all our students	All Students with Disabilities	No			All Schools		\$168,503.00	\$0.00	\$168,503.00				\$168,503.00	
7	7.1	Expand and secure facilities for additional active classrooms and or for Sports activities.	All Students with Disabilities	No			All Schools		\$215,829.00	\$0.00	\$215,829.00				\$215,829.00	
7	7.2	Increase student activities	All Students with Disabilities	No			All Schools		\$114,424.00	\$0.00	\$114,424.00				\$114,424.00	

2024-25 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
\$4,807,862.00	\$1,414,842	29.428%	0.000%	29.428%	\$1,414,842.00	0.000%	29.428 %	Total:	\$1,414,842.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,414,842.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$493,196.00	
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	\$372,035.00	
1	1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$36,676.00	
1	1.6	English Language Arts will focus on Reading and Writing literacy.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$128,835.00	
1	1.8	Highly Qualified and credentialed Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	All instructional Activities will be EL standards aligned.	Yes	Schoolwide	English Learners	All Schools	\$47,181.00	
2	2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Yes	Schoolwide	English Learners	All Schools	\$129,410.00	
2	2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated.	Yes	Schoolwide	English Learners	All Schools	\$82,509.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,662,479.00	\$5,838,168.00

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	Overall school performance in English Language Arts will increase by meeting standards or exceeding standards	Yes	\$1,425,467.00	\$1,400,396.00
1	1.2	Overall mathematics school performance will increase each year to meeting or exceeding standards each year	No	\$649,820.00	\$739,732.00
1	1.3	Overall school performance in science will increase by meeting standards or exceeding standard each year	Yes	\$103,582.00	\$125,583.00
1	1.4	1.1B (non-contributing portion of action 1.1) Overall school performance in English Language Arts will increase by meeting standards or exceeding standards	No	\$338,141.00	\$349,328.00
2	2.1	English Language Learners Instructional Strategies	Yes	\$605,891.00	\$618,238.00
2	2.2	EL designated will complete the ELPAC exam	Yes	\$51,897.00	\$53,181.00
2	2.3	Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification	Yes	\$48,223.00	\$52,331.00
3	3.1	Teacher Professional Development	Yes	\$136,292.00	\$142,381.00
3	3.2	Aspiring Administrators program	Yes	\$15,650.00	\$16,238.00

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)
3	3.3	Teacher and Administrator workshop	Yes	\$83,250.00	\$85,392.00
4	4.1	Increase Parent Involvement	Yes	\$21,875.00	\$23,922.00
4	4.2	Increase Parent Survey Satisfaction	Yes	\$6,345.00	\$5,931.00
5	5.1	Increase the number of clubs and sports for students	No	\$150,000.00	\$161,394.00
5	5.2	Increase student activities	No	\$73,251.00	\$72,852.00
5	5.3	Increase Facilities ensuring Safe and clean Restroom and Eating areas is a school priority.	No	\$886,076.00	\$901,183.00
6	6.1	Overall attendance	No Yes	\$310,531.00	\$321,655.00
6	6.2	Decrease Chronic Truancy	No Yes	\$83,029.00	\$81,098.00
7	7.1	Expand Career pathways and CTE programs	No	\$222,325.00	\$235,438.00
7	7.2	Expand Career pathways and CTE programs	No	\$153,205.00	\$162,318.00
7	7.3	Student and parents' surveys	No	\$109,351.00	\$110,363.00
8	8.1	Overall High school graduation rate	No	\$182,991.00	\$173,823.00

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)
			Yes		
8	8.2	[Action 2] Students in Special population	Yes	\$5,287.00	\$5,391.00

2023-24 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)
\$1,334,332.00	\$2,064,226.00	\$2,064,226.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Overall school performance in English Language Arts will increase by meeting standards or exceeding standards	Yes	\$427,442.00	\$442,390.00		
1	1.3	Overall school performance in science will increase by meeting standards or exceeding standard each year	Yes	\$103,582.00	\$113,121.00		
2	2.1	English Language Learners Instructional Strategies	Yes	\$595,117.00	\$573,239.00		
2	2.2	EL designated will complete the ELPAC exam	Yes	\$51,897.00	\$58,326.00		
2	2.3	Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification	Yes	\$48,223.00	\$35,927.00		
3	3.1	Teacher Professional Development	Yes	\$129,007.00	\$131,219.00		
3	3.2	Aspiring Administrators program	Yes	\$15,650.00	\$18,551		
3	3.3	Teacher and Administrator workshop	Yes	\$83,250.00	\$90,808.00		
4	4.1	Increase Parent Involvement	Yes	\$21,875.00	\$19,565.00		
4	4.2	Increase Parent Survey Satisfaction	Yes	\$6,345.00	\$5,895.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
6	6.1	Overall attendance	Yes	\$310,531.00	\$298,642.00		
6	6.2	Decrease Chronic Truancy	Yes	\$83,029.00	\$91,592.00		
8	8.1	Overall High school graduation rate	Yes	\$182,991.00	\$178,559.00		
8	8.2	[Action 2] Students in Special population	Yes	\$5,287.00	\$6,392.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
\$4,555,309.00	\$1,334,332.00		29.292%	\$2,064,226.00	0.000%	45.315%	\$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.

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.

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.
- 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.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).