LCFF Budget Overview for Parents

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

CDS Code: 10621661030840

School Year: 2023-24

LEA contact information:
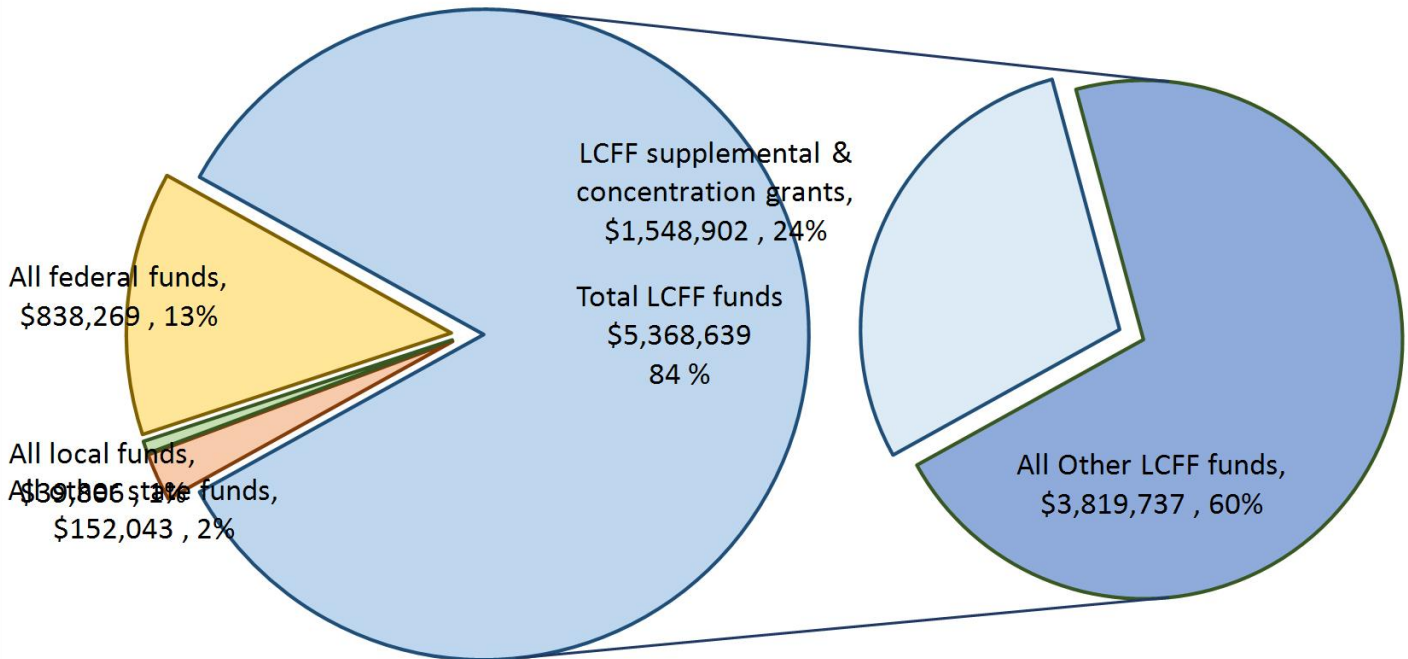
Dr. Linda Scott

CEO

lscott@agapeschools.org

559.230.3072

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

LCFF supplemental & concentration grants, $1,548,902 , 24%

Total LCFF funds $5,368,639 84 %

All federal funds, $838,269 , 13%

All local funds, $50,806 , 1%

All other state funds, $152,043 , 2%

All Other LCFF funds, $3,819,737 , 60%

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

The text description for the above chart is as follows: The total revenue projected for Carter G. Woodson Public Charter School is $6,398,757, of which $5,368,639 is Local Control Funding Formula (LCFF), $152,043 is other state funds, $39,806 is local funds, and $838,269 is federal funds. Of the $5,368,639 in LCFF Funds, $1,548,902 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.

Budgeted Expenditures in the LCAP
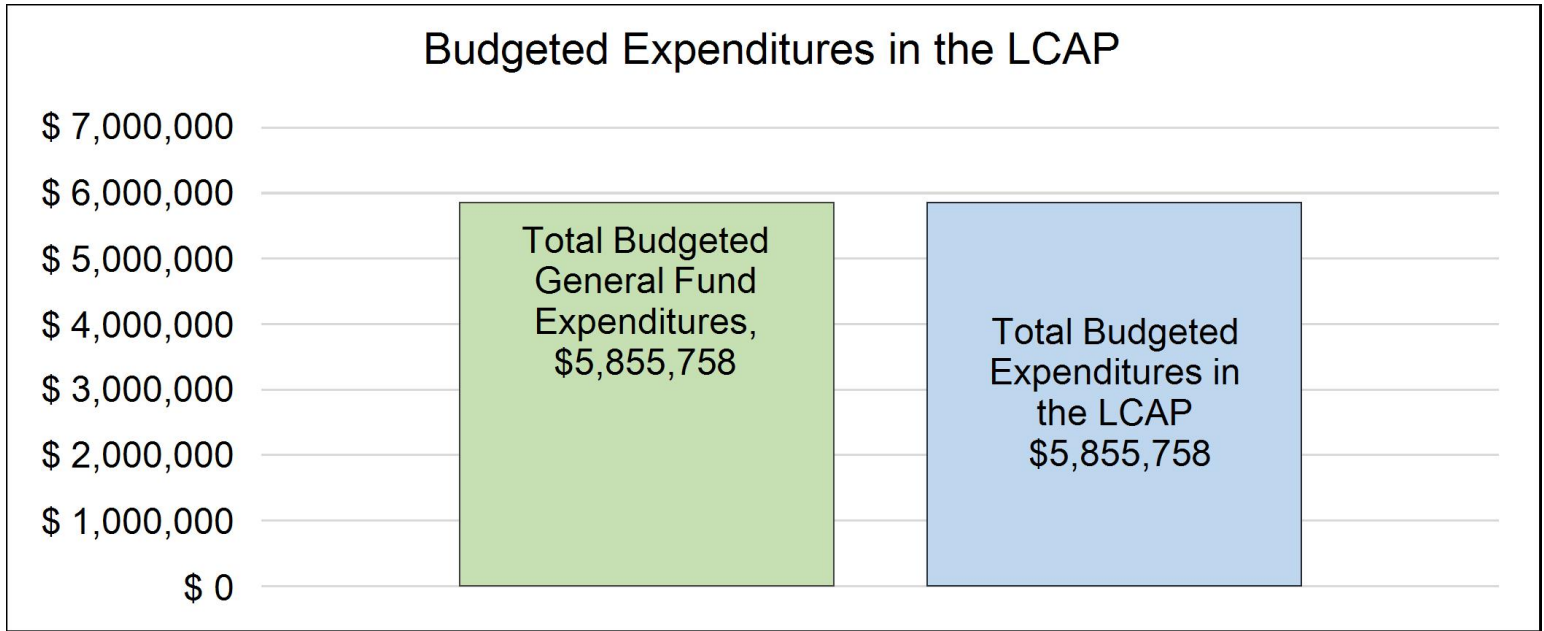
This chart provides a quick summary of how much Carter G. Woodson Public Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Carter G. Woodson Public Charter School plans to spend $5,855,758 for the 2023-24 school year. Of that amount, $5,855,758 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:

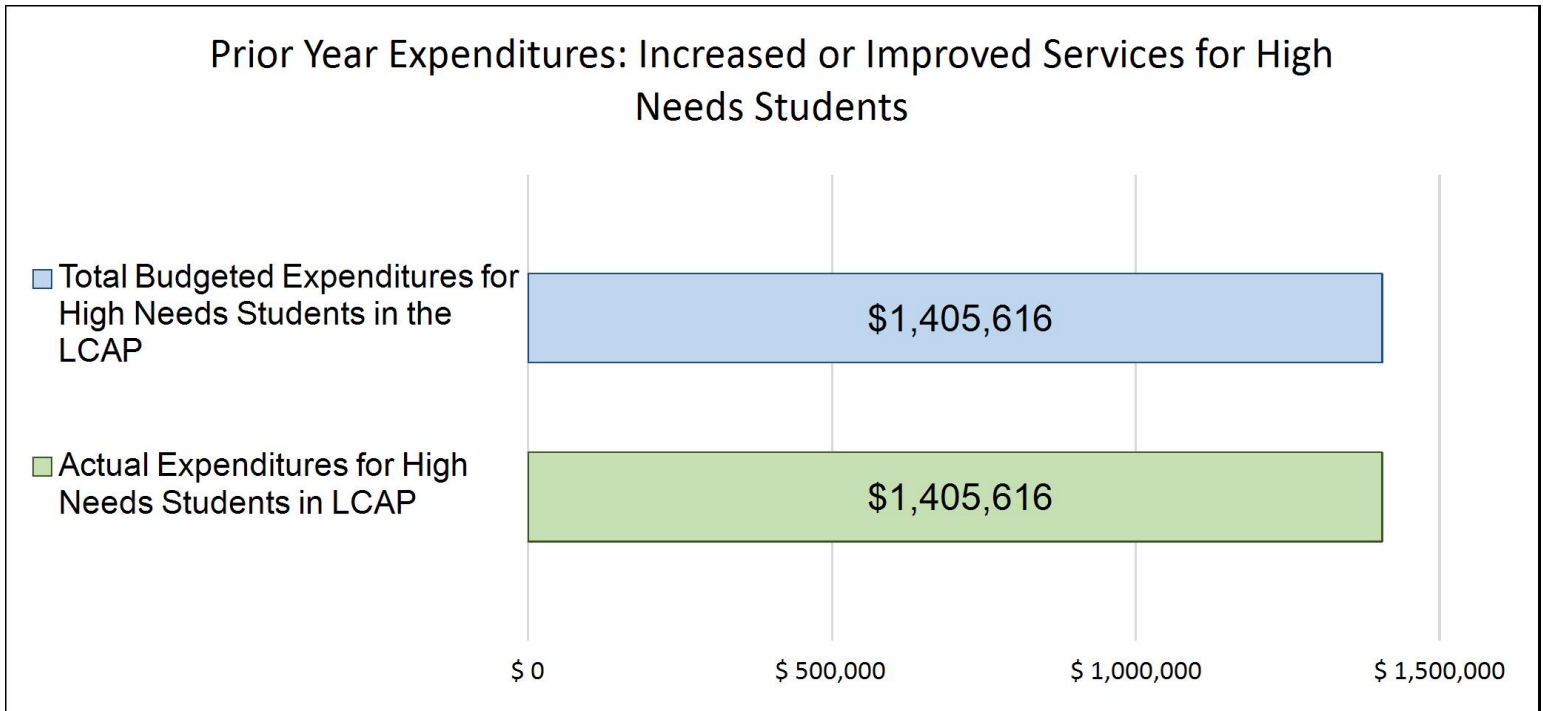The 8 goals in the LCAP have $5,855,758 in budgeted expenses which is the entire GF FY 24 budget. The remaining 75K surplus will contribute to the reserve for economic uncertainties.

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

In 2023-24, Carter G. Woodson Public Charter School is projecting it will receive $1,548,902 based on the enrollment of foster youth, English learner, and low-income students. Carter G. Woodson Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Carter G. Woodson Public Charter School plans to spend $1,548,902 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $1,405,616
- Actual Expenditures for High Needs Students in LCAP: $1,405,616

(x-axis) $ 0 $ 500,000 $ 1,000,000 $ 1,500,000

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

The text description of the above chart is as follows: In 2022-23, Carter G. Woodson Public Charter School's LCAP budgeted $1,405,616 for planned actions to increase or improve services for high needs students. Carter G. Woodson Public Charter School actually spent $1,405,616 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carter G. Woodson Public Charter School	Dr. Linda Scott CEO	lscott@agapeschools.org 559.230.3072

Plan Summary [2023-24]

General Information

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

Carter G. Woodson Public Charter Schools opened its doors in August of 2001 and has grown to over 322 students with two campuses locations. The first campus has been serving students in our community for 22 years and is located at 3333 N. Bond Fresno, Ca 93726. The second Campus opened in 2016 and is located at 4880 N. First Street, both schools are in the City of Fresno Region 4. Each school serves a unique urban student population in grades 7th-12th. 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: DASS Qualifier Percentages from August 2020 Homeless 3% Foster 4%, Transient 5%, Gap 2%, Credit Deficient 38%, Retained 0%, Truant 21%, Dropout 1%, P/P 4%, Ward 1%, Suspended 1%, Expelled 1%.

Carter G Woodson Student enrollment is 322 and the 2022-23 student population is American Indian 1%, African American 14.9%, Asian 2.8%, Hispanic 69.9%, Caucasian 9.6%, Other 1.2%. 93.7% of students are identified as socioeconomically disadvantaged, 2% are identified as Foster Youth, and 1.8% are identified as Homeless Youth. 12.7% of students are identified as students with disabilities and 6.5% are identified as English language learners.

Reflections: Successes

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

Carter G. Woodson has reviewed its achievement outcomes within the DASS Board, Data Quest, and Local assessments the following success have been evaluated and outlined within our WASC Report, and LCAP Plan: Carter G. Woodson's Smarter Balanced Assessment Consortium ("SBAC") ELA increased student performance by meeting/exceeding standards in 2022 in comparison to the last 5 years. There were slight increases in ELA performance Carter G. Woodson's Smarter Balanced Assessment Consortium ("SBAC") Math assessment students did not see as much of a gain in math performance. ELPAC summative scores aren't reported for Carter G. Woodson, however, based on early released scores, 60% of students who tested, are eligible for reclassification, which is a 60% increase from the previous year.. Woodson's chronic absenteeism is at 71.4 for the 2021-2022 school year. . Carter G. Woodson Graduation Rate has increased in all areas with African American students displaying the highest increase from 73.9% to 76.5%, Hispanic Students increased from 70.6% in 2021 to 75.5 % for the 2021-2022 school year. The overall 5-year cohort graduation rate increased from 69% to 75.5%, this was a 6% increase from the previous year. Carter G Woodson's DASS Board reflects African American students and Students with Disabilities with the highest graduation rate per group. 5 year graduation rates for our subgroups are as follows: African American Students are at 81% and Students with disabilities are at 76.5%. Credit eligible graduation rate for seniors has reached above 94% for the past 3 years. This means all students that were seniors starting the fall semester graduated in June 2021. Carter G. Woodson was awarded a WASC Accreditation from 2019 to 2024 and just completed a successful accreditation renewal. Woodson has fully implemented three (3) career pathways and multiple CTE courses. All seniors are expected to complete a pathway in order to become career ready before graduation. Woodson students are provided an opportunity that includes dual enrollment college credits. Students are able to earn a college degree or certificate while earning their high school diploma. Our school has developed over 50 intern partnerships to expand job shadowing and internship opportunities.

	2019-2020	2020-2021	2021-2022	2022-2023
Grade 7	14	3	9	8
Grade 8	34	21	12	28
Grade 9	42	41	30	33
Grade 10	64	60	65	44
Grade 11	101	96	87	87
Grade 12	130	137	147	122
Total	385	358	350	322

Our School Community	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	27	20	18	21
Foster Youth	8	8	12	6
Homeless	3	5	7	8
Socioeconomically Disadvantaged	375	347	344	302
Students with Disabilities	36	36	37	41

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2017-2018	85.71%	9.25%	3.17%	1.59%
2018-2019	80%	13.3%	5.3%	1.33%
2019-2020	19-20 SBAC Suspended by the state due COVID 19			
2020-2021	90.4%	8.80%	.8%	0%
2021-2022	94.4%	4.72%	.79%	0
Cumulative Average	87.62% (Average Increase of 1. 91%)	9.02% (Average Decrease of 0.23%)	3.35% (Average Growth of .18%)	.73% (Average decrease of 0.86%)

Reflections: Identified Need

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

Carter G. Woodson Charter School has identified major areas of deficiency by completing a needs assessment, reviewing DASSboard, local data and by obtaining feedback from stakeholders including parents, students and community advisory meetings. We have also reviewed our needs based on state and local performance indicators within the prior LCAP. We strive to be a charter of academic excellence by providing supportive and responsive leadership with system wide approaches, and culturally competent initiatives that ensure that all students are college and career ready. The charter will continue to address areas of improvement by: (1) Refining our staff Leadership training to expand student engagement strategies and the use of formative assessment reviews to ensure the monitoring of student performance measures and metrics performance outcomes outlined within LCAP, (2) Increase the number of activities and educational trips for students related to in classroom lessons (3) support teacher collaborative teams in using data to improve English Learner results in speaking, writing, reading and listening by providing new approaches, and (4) provide real time coaching opportunities for teachers in data analysis and effective instructional techniques, (5) Improve student attendance to increase student performance and students at school, and (6) Expand the use of facilities along with visual appearance and safety measures (7) Increase the number of Career Pathways, AP classes offered and job shadowing and internship opportunities, and (8) Increase the number of students in special populations graduating from high school including foster youth, students with disabilities and EL students. Staff have and will continue to analyze student performance data through site plans, professional development, DASSboard data, collaboratively during PLC's. The LEA has designed a plan to create targeted tier interventions within cohorts to better address the academic and social-emotional needs of students. Carter G. Woodson will continue to focus on the areas of improvement.

LCAP Highlights

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

This year's LCAP Plan highlights the progress our students and programs have made towards increasing student achievement in English Language Arts and Math. The LCAP Plan also demonstrates our commitment to collaborate with all stakeholders in serving our students and community at the highest level. The LCAP Plan highlights our action plan goals, which are aligned to the following eight priority state indicators:

A. Carter G Woodson will increase student proficiency in English Language Arts, Math and Science.
a. Overall school performance in English Language Arts will increase by 2% in Year 1 and 3% in Year 2 and 5% in year 3 for a total of 10% overall increase in Students scoring Proficient and Advance.

b. Overall school performance in Math will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.

c. Overall school performance in Science will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.

B. Long-term English Language Learners will progress towards English Language Proficiency each year in speaking, listening, reading and writing.

a. English learners enrolled in the school more than 90 days will improve their ELPAC Score by 1 proficiency level toward levels 3 and 4 each year.

b. 95% of students that are EL designated will complete the ELPAC exam.

c. Ensure 85% of long-term students complete pretesting and reading initiatives.

C. Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core standards

a. Teachers will receive 3 additional Professional Developments specifically addressing learning losses and student engagement.

b. All administrators will participate in two years of the Aspiring Administrators program to increase student performance and staffing coaching and mentoring.

c. Teacher and administrators will receive 4 workshops addressing formative assessments, differentiated instruction strategies, using manipulatives, software and visuals, and how to be culturally competent.

D. 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.

a. Our school will increase parent participation by 3% each year for each one of the advisory committees.

b. Parents will increase satisfaction by 1% each year or be above 91% with parent satisfaction outcomes.

E. 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.

a. Our school will increase the number of clubs offered up to two new clubs per year.

b. Our school will increase student activities including sport offerings by 1-2 activities per year.

c. Our school will ensure restroom facilities and eating areas are cleaned after each break and lunch use including Before and After-School.

F. Our school will maintain a minimum of 87% attendance rate for DASS students.

a. Overall attendance for Special population (EL, Foster youth, Socio- Disadvantage and Students with disabilities) will increase by 2% each year in Attendance.

b. Chronic Truancy will decrease by 2% each year and by 10% by year 5.

G. All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.

a. The school will expand Career pathways and CTE programs by 1 per year over the next 3 years based on students needs and jobs in demand.

b. 60% of students will pass career pathway courses with a c or better by year 2 and 70% by year 3.

c. Student and parents surveys percentages will increase in career readiness satisfaction will by 10% by year 2 or by 91 percentage in year 3.

H. Students in our special needs populations will make satisfactory progress towards H.S. graduation requirements.

a. Overall High school graduation rate for 5-year cohort will increase above 68% in the first year and above 72% in second year and above 80% in the third year.

b. 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.

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.

Carter G. Woodson Charter Public School

Location Sites: Woodson Multi Media

Cater G Woodson Bond

Support for Identified Schools

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

The Charters administration conducted a survey each year of our stakeholders including students and parents along with the review of our DASS Board, Data Quest, and CALPADS data to continually modified our plan in order to address areas of improvements. The LEA works with site leaders designing a plan for targeted tier interventions within student cohorts to better address academic learning losses and social emotional needs of students since the Pandemic. Carter G. Woodson is progressing towards increasing graduation rates with CSI funds by working intensely with the CSI counselors creating individual learning plans and credit reduction evaluations. The individualized learning plans, credit evaluations, along with career and college plans are utilized for every student to ensure they remain on track toward graduation. The combination of personalized learning, family-like environment, tier interventions, career pathways and truancy prevention, all contributes to fostering student initiatives exceling our graduation rates for seniors over 18 years old. In addition, students and parents are provided with holistic services for entire family along with grant funded resources to develop career opportunities leading to partnerships with non-profits, business, and post-secondary education providers. The LEA provides guidance and professional development to staff on conducting meetings with various stakeholders including Fresno County Superintendent of Schools board adopted technical assistance providers, Agape College of Business Science, Tools for Teachers, and Insight, as initial providers for professional development, evaluations, and student workshops. The LEA provides the site leadership team with professional development evaluating and conducting student workshops such as college fairs, financial aid, college registration seminars. With coordinated planned efforts and evaluation of data, the LEA works with site leaders and community partners providing opportunities that lead to post-secondary education, civilian leadership, and self independence

ensuring students become productive citizens. To support the school site, the needs assessment, graduation rate, grade distribution and suspension rate data is analyzed to determine any factors that our disproportionality affecting the charters special populations. Through the analysis of data, the site and district leaders determine next steps at the campus level, and develop additional resources for identified subgroups including special populations. The findings are incorporated into our ongoing progress monitoring of inequities including the mobility rate and credit threshold. Carter G Woodson charter leadership supported CSI school staff in conducting their local needs assessment by providing professional learning to identify strengths and areas of growth. The professional development was provided by FCSS content specialists, contracted consultants, and school site leaders, as a triangulated effort to address areas identified in the needs assessment, by building teacher pedagogy, core content expertise, and analyzing data to inform continuous instruction.

Carter G Woodson charter leadership supported sites in identifying and selecting evidence-based interventions included in the CSI plan by collaborating with educational partners to identify appropriate tiered interventions, to provide comprehensive support, in raising student achievement. Staff professional learning communities were key in driving our work around selecting evidence-based interventions. This allowed for the LEA to target the needs of each site individually, while advancing our strategic work across the LEA. In addition to the staff PLCs, Educational partners focus groups were conducted to review curriculum and tiered intervention support, to address the areas identified in our local needs assessment. This included feedback from stakeholder groups, and through consensus, next actions were taken in advancing our tiered intervention strategic initiatives.

The process of support provided by Carter G Woodson executive charter leadership to CSI school staff in the identification of resource inequities included providing leadership with student data, disaggregated by student groups, to determine areas of inequities, and to identify barriers to student success, in order to partner families with resources to address students needs. This included student demographic, achievement, attendance, and survey feedback data. Data conversations included state accountability, CALPADS, and local assessment data, so that site leaders could focus on specific areas throughout the school year. (master schedule to ensure credentialed and placed/adequate support staff/ evaluate instructional materials)

Year	Credit Eligible	Graduates	Drops	Credit Eligible Graduation Rate
2014-2015	31	30	1	96.8%
2015-2016	53	52	1	98.1
2016-2017	31	30	1	96.8%
2017-2018	46	46	0	100%
2019-2020	54	52	2	96.29%
2020-2021	26	25	1	98%
2021-2022	30	27	3	90%

Monitoring and Evaluating Effectiveness

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

Our LCAP is measured by monitoring each students' ability to demonstrate proficiency on measurable performance standards through methods such as exit slips, unit tests, formative assessments, and tasks explicitly aligned to the Common Core State Standards. Learning is also measured and monitored by the student's ability to practically apply their knowledge in relevant ways. This is especially evident in our PBL/CTE classes where student learning is demonstrated through the students' ability to produce and present work products based on the real-life problems and/or career connections and evaluated using standards-based rubrics. Progress monitoring indicators are reported bimonthly during leadership meetings by supporting staff and contracted providers. District and site leaders use the PLC to improve processes, review and evaluate levels of effectiveness based on data and looking at student growth in a school year. Site leaders and consultants also conduct, monitor, evaluate next steps during PLCs. Based on data, site leaders work along with counselors ensuring intervention and social emotional supports are aligned to the student data. Site leaders provide coaching to teachers to ensure implantation of intervention and social emotional support are present and monitored within the classroom. Consultants continue to provide professional development targets and support in the identified areas of need, as the site leaders compare current data to Dashboard and Data Quest indicators and data. The measurable performance outcomes include increasing the number of students graduating on time, decreasing our school's suspension rate, chronic truancy, learning losses and increasing student engagement in Math, English, Science and CTE courses. Research based practices consist of resources used as references from the Center of Equity and Excellence in Education and Multi-Tier Intervention Models focused on student improvement. Data will be used from SBAC, benchmarks, Individualized Learning Plans, surveys, DASS and other identified factors to measure improvement. Monitoring the implementation of the CSI plan includes developing and implementing quarterly meetings, where procedures and processes, specific to the CSI Plan aims, and the mechanics selected to drive

ongoing improvement. Each quarter, existing high school PLC's will focus on monitoring CSI Plan high school completion aims with school instructional leadership stakeholders, as well as with both site level and LEA administrators. Credit evaluation, HS graduation course completion, counselor meeting with students on individual learning plans.

The LEA's monitoring of the CSI plan implementation includes supporting site-level leadership and counselors to monitor student credit completion, at the end of each grading cycle. LEA leadership will meet with site admin staff, to support them as they continuously monitor course completion, grade, and credits earned, to monitor our progress towards course completion. The level of monitoring support includes data talks with each site leadership team, that evaluates students' goals towards credit completion. Each quarter, the LEA supports each high school PLC in monitoring our course completion rate, by grade level. Procedures and processes, specific to the CSI Plan aims, and the mechanics selected to drive ongoing improvement. These include: Credit evaluation, HS graduation course completion, counselor meeting with students on individual learning plans. Each quarter, existing high school PLC's will focus on monitoring CSI Plan high school completion aims with school instructional leadership stakeholders, as well as with both site level and LEA administrators.

The LEA leadership will evaluate the implementation of the CSI plan through LEA Leadership/site admin staff collaboratives utilizing data talks of quarterly course completion, grades, credits earned, and the frequency and consistency of counselor meetings with students on individual learning plans. The LEA will monitor the effectiveness of the CSI plan using performance outcomes. These outcomes are grade point average, algebra 1 or higher completion, HS graduation requirement completion, A-G completion. Additionally, LEA administration will support site level leadership to monitor, HS completion data to determine which drivers are supporting the CSI Plan's strategic initiatives. The new improvement cycles will be based on driver adoption and or modification as it relates to the aims of the CSI Plan. Drivers that are supporting ongoing improvement will continue, while drivers identified as needing a modification for effectiveness, will be reviewed during the quarterly cycle review.

The LEA will evaluate the effectiveness of the CSI plan through indicators of effectiveness. Student course completion towards HS graduation requirements, will be the performance indicator used to evaluate the effectiveness of our CSI Plan. Evaluating the effectiveness of the CSI plan includes school site leaders evaluating each quarterly benchmark, our efforts, with a final review during the last cycle of inquiry. The final cycle of inquiry will include an evaluation using driver aligned data and metric to evaluate the overall effectiveness of our driving efforts, and support implementation of new cycles of improvement in preparation for summer program and next school year. The specific interventions that will be evaluated in our CSI plan include how we leverage our dual enrollment options towards accelerating student achievement, defined as HS course completion. These interventions include dual enrollment through the use of Edgenuity, UC Scout, Agape College of Business and Sciences, and earned college credit applicable for course credit to 2-year colleges and 4-year universities.

Engaging Educational Partners

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

Carter G. Woodson leadership staff has made a concerted effort to ensure engagement of all stakeholders in the development of a comprehensive Local Control Accountability Plan. Stakeholder meetings included: The non-profit governing board, School Site Council, ELAC, Business and Community Advisory Boards, Principals, Teachers, Administrators, Parents, Pupils, and all staff. Carter G. Woodson is operated by Agape, a local 501c3 non-profit corporation. Oversight of Agape is operated and monitored by the organization's CEO and policy development by the Governing Board for Fiscal and Liability matters. School Site Council provides oversight of charter school Curriculum, Instruction, Single Plan for Student Achievement and campus safety matters. Public Hearings were held on February 27, 2023, April 27, 2023, May 11, 2023 with final approval on May 25, 2022 with the ELAC/Parent Councils and School Council. Public hearing May 25, 2022 with final approval June 01, 2022 with the Agape Board of Directors. Notifications were provided to all stakeholders in accordance with the law. In separate meetings, the Agape Board of Directors and School Site Council met to receive and discuss survey data collected from parents and students. The Boards also reviewed student academic performance data. Parents and students attended multiple ELAC and Parent Council Meetings to provide input during the action items established on the agenda. Parent comments from the public hearings were incorporated into this LCAP plan. The School Site Council met on, February 27, 2023, April 27th, 2023, May 11, 2023, to discuss their responsibility in the ongoing monitoring of the LCAP. The Council reviewed survey data from parents and contributed their own input to the continuation of program improvement

A summary of the feedback provided by specific educational partners.

Carter G. Woodson leadership staff hosted Parent & Student LCAP information and data gathering meetings at School Site Council, Parent Advisory Council and DELAC meetings on February 27, 2023, April 27, 2023, May 11,2023, May 25th, 2023.   Staff presented updates on Agape programs and initiatives and specifically discussed the progress of initiatives established by the LCAP. Along with the newsletters, informational parent letters, school messenger notices and informational meetings, all Woodson students were given the opportunity to complete the annual comprehensive survey to give feedback on multiple aspects of operations at Woodson. Survey items included questions about EL Learners, College & Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.

Educational Partners When How What Input was Provided
Parents Advisory /Senior Meetings 2/29, 4/27, 5/11, 5/25 Surveys of Parents, Public Hearings, Informative Meetings and Dialog LCAP GOALS and CSI input and information
School Site Council 9/29,11/17,1/19,2/27, 5/11, 5/25 Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialog LCAP GOALS, Curriculum, Staff Recruitment and funding
DELAC/ English Language Advisory Committee 9/29,11/17,1/19,2/27, 5/11, 5/25 Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialog LCAP GOALS, El Programs, Curriculum and funding
Fresno County Superintendent of Schools 9/12, 5/2 Feedback Meetings with Consultants and Administration, Professional Development, and Technical Assistance Provider. LCAP GOALS, Funding, Actions, CSI

Career Pathway and Business, Community Advisory Committees 10/19 Advisory input meetings, data sharing of community and employer needs. LCAP GOALS, Career Pathways, Funding, Accreditation
Students 4/27, 5/11 Surveys, Interviews, and Focus Groups LCAP GOALS and Actions
Social Workers 4/12 Meeting to discuss Foster Youth needs   Actions, CSI
Parents 4/27, 5/11 Surveys, Call Banks, Zoom Meetings, LCAP entire document
Teachers and Classified support staff 4/27, 5/11 Surveys, Meetings, focus groups, PLC's LCAP entire document
Agape Governing Board 8/4, 9/9, 10/21, 12/9, 12/30, 1/30, 4/24, 5/8, 5/22 Governing Meetings, Public Hearings LCAP entire document, Focus Group Initiative
School Leadership Meetings 9/29, 8/05, 5/09, 5/17, 10/20, Focus Groups, Aspiring Leaders Meeting, Needs Assessment (Principals) PLC LCAP entire document, Focus Group Implementation

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

The Educational Partners influenced the LCAP Goals and action plan. Additionally, funding was impacted by the input from Educational Partners.

Goals and Actions

Goal

Goal #	Description
1	Carter G. Woodson will increase student proficiency in English Language Arts, Math and Science.

An explanation of why the LEA has developed this goal.

Our school has increased the number of students meeting or exceeding standards in ELA by 2.29% as of the 2021-2022 school year. Due to the impact of learning losses among our students we believe it will be two years before we are able to realize more gains. We currently are providing extended learning opportunities though Before and After School programs including designated Saturday Schools. Students are also provided instruction through multiple platforms such as hybrid, in-person and interactive platforms to reduce loss of learning.

Carter G. Woodson CAASP MATH Percentage Comparison
2016 - 2022

Legend: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2020 - 2021, 2021 - 2022
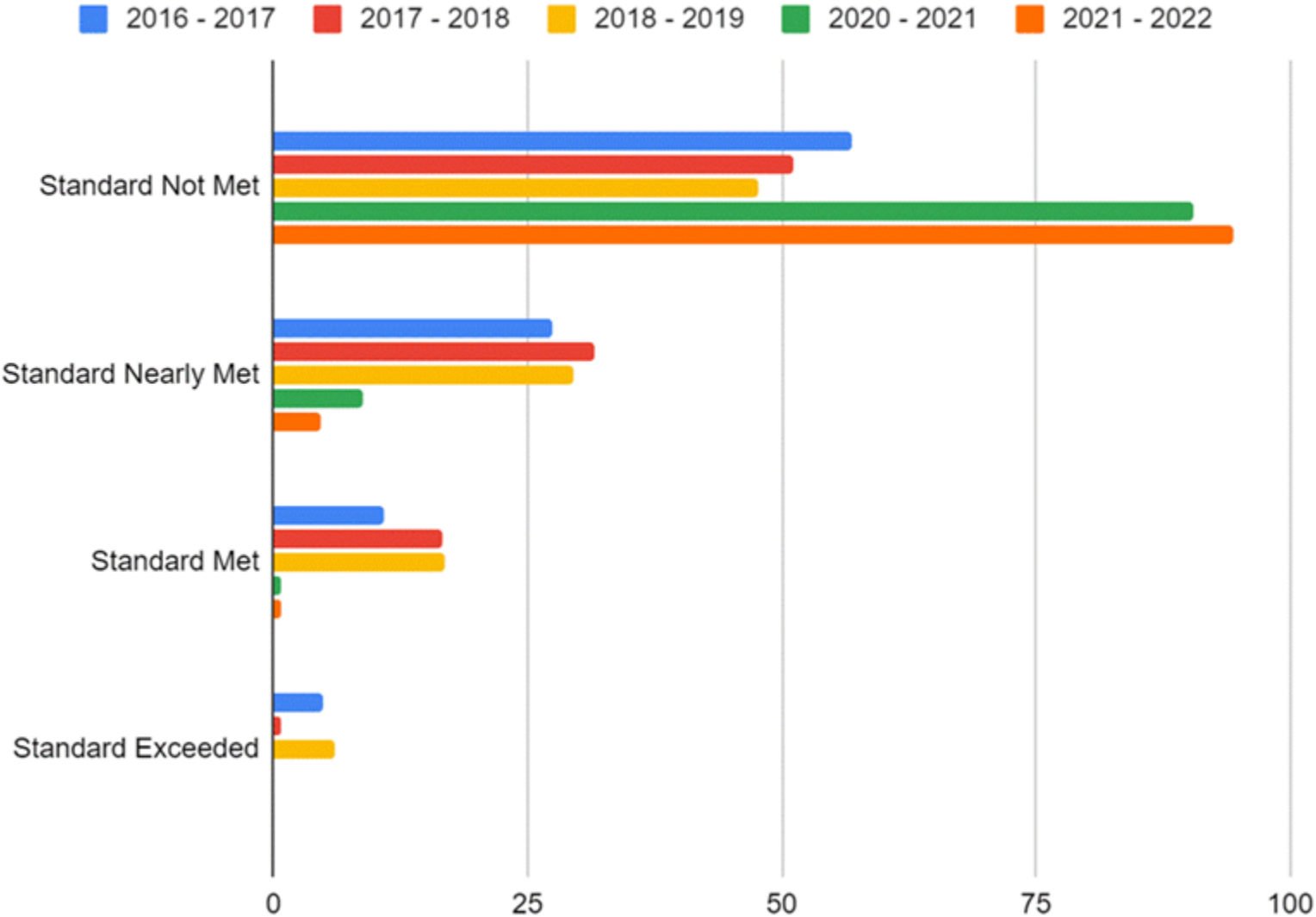
CAASPP Math Comparison Data				
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2016-2017	90%	8%	2%	0%
2017-2018	85.71%	9.25%	3.17%	1.59%
2018-2019	80%	13.3%	5.3%	1.33%
2020-2021	90.4%	8.8%	0.8%	0%
2021-2022	94.49	4.72	.79	0
Cumulative Average[1]	(Average Decrease of)	(Average Decrease of)	(Average Growth of	(Average Growth of

Carter G. Woodson CAASP Science Percentage Comparison 2019 - 2022
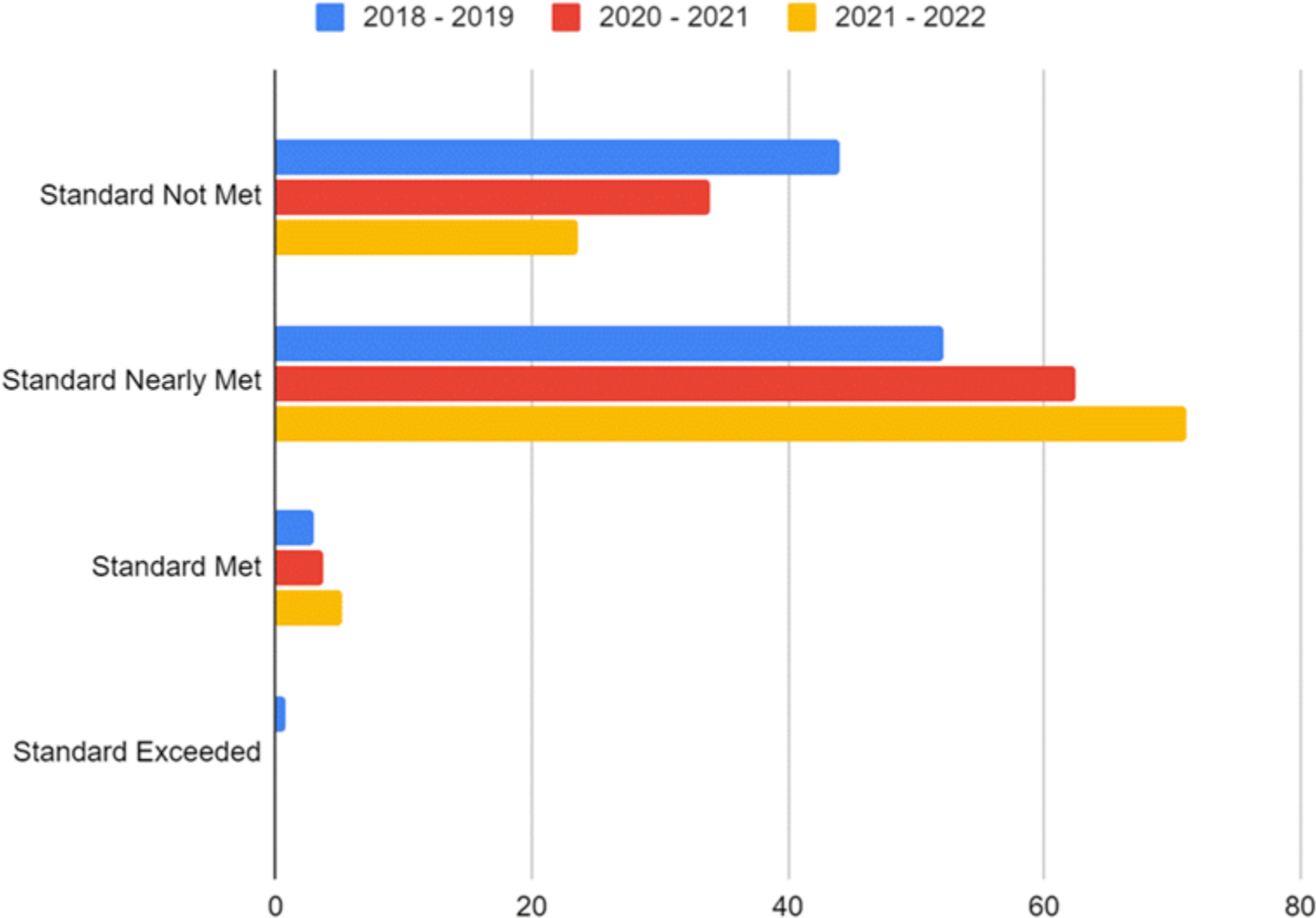
Carter G. Woodson CAASP ELA Percentage Comparison 2016 - 2022

Legend:
- 2016 - 2017
- 2017 - 2018
- 2018 - 2019
- 2020 - 2021
- 2021 - 2022

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 .08% EL: N/A-Not enough students in the group FY: N/A LI: .88 HL.1.06 SWD: .08	SBAC 2020-21 MATH Scores exceeding or meeting standards was .08% EL: N/A-Not enough students in the group FY: N/A LI: .88 HL.1.06 SWD: .08	SBAC 2021-22 MATH Scores exceeding or meeting standards was .79% EL LI HL SWD		Math will increase by 9% overall in Students scoring Proficient and Advance. EL: 2% if possible LI 3% HL 5% SWD 5%
Science SBAC	Data Year 2020-2021 SBAC 2020-21 Science Scores exceeding or meeting standards was 0% EL 0% LI 0% HL 0% SWD 0%	Data Year 2020-2021 SBAC 2020-21 Science Scores exceeding or meeting standards was 3.67% EL LI HL SWD	Data Year 2021-2022 SBAC 2021-22 Science Scores exceeding or meeting standards was 5.26% EL LI HL SWD		7% overall increase in Students scoring Proficient and Advance. EL 2% If possible LI 3% HL 2% SWD 7%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	NOTE: Also see 1.4 below which is action 1.1B	All Students will utilize at least 1 online tutorial subscription through our online platforms which includes: Achieve 3000, Edgenunity, and supplemental digital curriculum that provides assistance with	$524,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Overall school performance in English Language Arts will increase by meeting standards or exceeding standards each year	individualized intervention. Intervention and remediation courses will be taught either before, after and during Saturday school. Interventional Foundational English class will be provided for students who need additional practice with basic skills. Additionally, Multiple Tier Support Systems will leverage best practices will be utilize to support tiered student groups and provide Equity interventions for unduplicated pupils including EL, Homeless, Foster, Low-income students, Hispanic, African American students. SPED and 504 modification and accommodation. Tier 1 curriculum interventions will be used to support and supplement grade level instruction, aligned to the common core standards. Formative and summative assessments will be used to monitor and evaluate student progress. Professional development will be utilized for claims, evidence and reasoning support. Additionally, we will solicit feedback from educational partners curriculum and instruction focus group on CCSS aligned materials and will continue to research additional supplemental materials to support implementation. This will result in an overall increase in school performance in English Language Arts by 2% in Year 1 and 3% in Year 2 and 4% in year 3 for a total of 9% overall increase in Students scoring Proficient and Advance.		
1.2	Overall mathematics school performance will increase each year to meeting or exceeding standards each year	Overall school performance in Math will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance. 1. All Students will be provided at least 1 Online tutorial subscription a. Go Math, Edgenunity, interactive programs are used to provide individualized intervention.	$525,910.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses. a. MTSS: Best practices, Student Tier and Equity b. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement. i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 3. Add additional Math tutors to Math courses to assist in student tutoring. a. ELA supplemental materials: b. Math supplement materials: i. A New Math Adoption for 9th through 12th for the 222-23 and Go Math will continue to be utilized for middle school ii. Professional development for computations, EL Standards and EL		
1.3	Overall school performance in science will increase by meeting standards or exceeding standard each year	To increase student learning in the areas of life, physical, and earth science, supplemental materials including NGSS aligned project based learning will be utilized. Professional development will be utilized for claims, evidence and reasoning support. Additionally, we will solicit feedback from educational partners curriculum and instruction focus group on NGSS aligned materials and will continue to research additional supplemental materials to support implementation. Our adopted Discovery NGSS aligned materials will be utilized to research and provide supplemental materials to support implementation. To attract highly qualified science teachers we will offer, competitive salaries in order to attract and retain staff. We will consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement.to target our special populations EL, Homeless, Foster, Low-income students, SPED and 504 modification and	$226,075.00	Yes

Action #	Title	Description	Total Funds	Contributing
		accommodation. To ensure that overall school performance in science will increase, we aim to increase performance by 2 percent each year, with a 3 percent increase in the third year, totaling in 7 percent overall increase in.		
1.4	1.1B (continuation of 1.1) - Overall school performance in English Language Arts will increase by meeting standards or exceeding standards each year	Overall school performance in English Language Arts will increase by 2% in Year 1 and 3% in Year 2 and 4% in year 3 for a total of 9% overall increase in Students scoring Proficient and Advance. 1. All Students will utilize at least 1 online tutorial subscription a. Achieve 3000, Edgenunity, interactive programs are used to provide individualized intervention. 2. Intervention and Remediation courses taught either before, after and during Saturday school. a. Two sections of Intervention Foundational English class were provided for students who need additional practice with basic skills. i. Multiple Tier Support Systems: Best practices and Student Tier and Equity interventions are utilized. ii. Designated ELD (EL Population) b. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement among: i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 3. Common-Core Standards and Supplement a. ELA supplemental materials: i. Common Core Reading and Writing workbooks ii. Professional development for literacy, EL Standards and SEL b. Science supplement materials: i. NGSS ii. Professional development for claims, evidence and reasoning support	$1,345,359.00	No

Action #	Title	Description	Total Funds	Contributing
		c. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation		

Goal Analysis [2022-23]

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

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

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. The previous year we had 3.67 percent of our student meet proficiency in science, in comparison to the 2021-2022 school year, where student proficiency meeting standards increased to 5.26.

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 , we have reduced expenditures towards this action to $524,651; due to the pandemic and other factors, additional our enrollment has been on the decline along with a significant attendance reduction still under the previous years.
Action 1.2 Overall school performance in Math: There were no substantive changes to the budget expenditures. For this action the budget remained 226,075.00
Action 1.3 Overall school performance in science: There were no substantive changes to the budget expenditures. For this action the budget remained $1,345,359.00

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

Action 1.1 This action needs more time after the effects of COVID to show effectiveness
Action 1.2 This action needs more time after the effects of COVID to show effectiveness
Action 1.3 This action was effective as indicated in the charts and metrics above, there was an significant increase from 3.67 percent proficient in science to 5.26

We are currently reviewing a new Math adoption and other supplemental programing to further increase our examination CAASPP scores. We will continue to offer extended learning opportunities. We currently are providing extended learning opportunities though Before and After School programs including designated Saturday Schools. Students are also provided instruction through multiple platforms such as hybrid, in-person and interactive platforms to reduce loss of learning.

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 currently review our goals based on evidence from DASH Board, Bench marks and Data Quest changes have been made conservatively to reflect our data and also stakeholder input. Incentives have been added to increase student engagement. Additionally, project based learning will be incorporated as reflected in our charter. We are also looking at leveraging our math curriculum and supplements (Edgenuity, UC Scout, GoMath)

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.
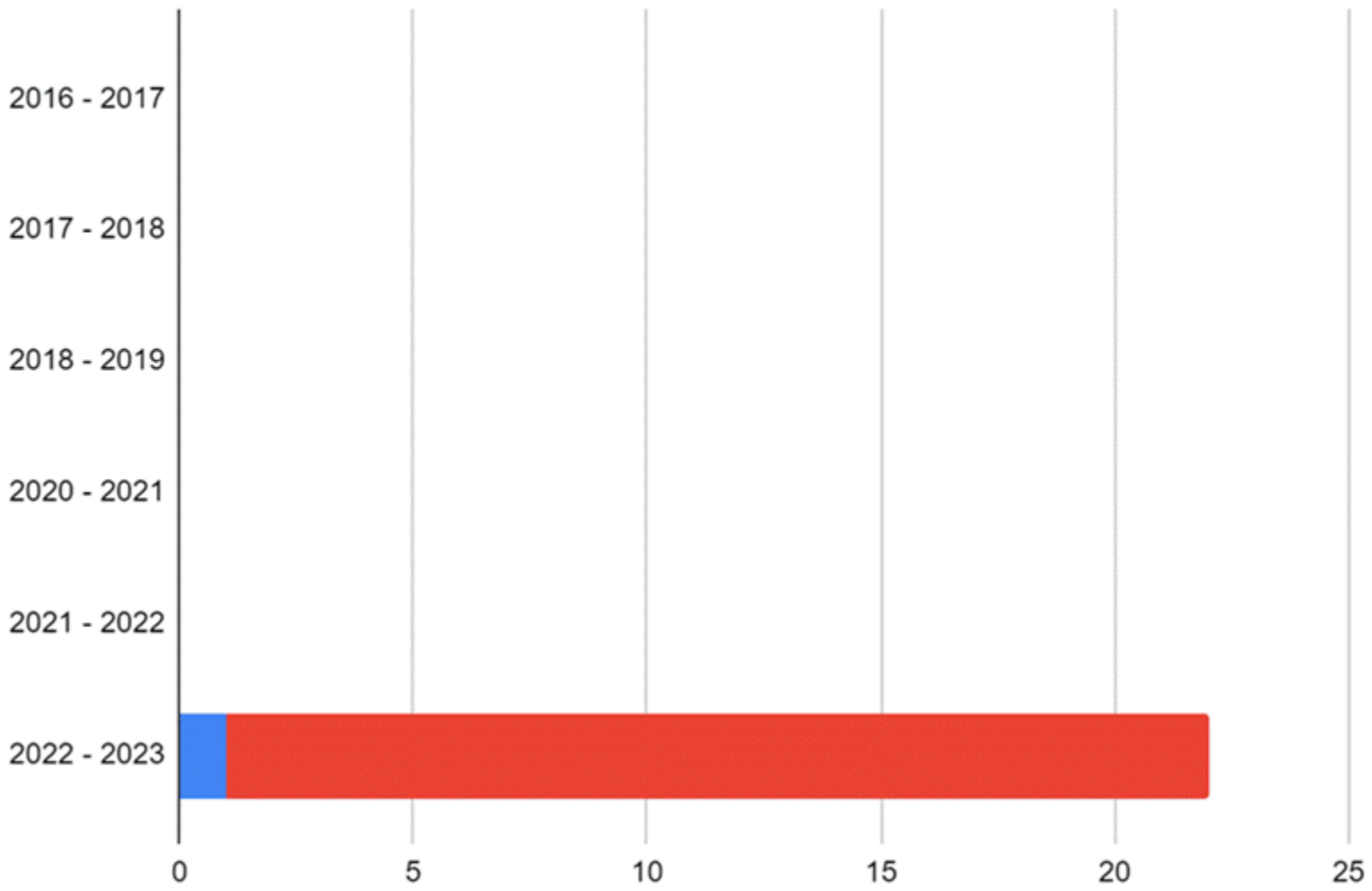
Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Carter G. Woodson EL designated teachers are responsible to provide instruction utilizing English Learner materials and programs in accordance with our EL plan. Our students prepare for the ELPAC test each year. In 2022 12.5% of students tested at Level 4, while 37.5% of students were at a Level 3. This is a 12.5% increase in proficiency, in comparison to the 2020-2021 and the 2021-2022, ELPAC summative assessment scores. Early ELPAC data includes a 60% redesignation rate for the 2022-2023 school year.

Carter G. Woodson English Learner Redesignation Comparison Data

Legend: EL Students Redesignated (blue), EL Students Enrolled (red)

Years shown (top to bottom): 2016 - 2017, 2017 - 2018, 2018 - 2019, 2020 - 2021, 2021 - 2022, 2022 - 2023

X-axis: 0, 5, 10, 15, 20, 25

School	Year	Enrollment	English Learners	Fluent-English Proficient Students	Students Redesignated FEP
Carter G. Woodson Public Charter	2022	322	21		1
	2021	350	18 (5.1%)	45 (12.9%)	0 (0%)
	2020	358	20 (5.6%)	46 (12.8%)	1 (0.5%)
	2019	385	27 (7.0 %)	44 (11.4 %)	6 (13.3 %)
	2018	430	45 (10.5 %)	40 (9.3 %)	5 (11.6 %)
	2017	345	43 (12.5 %)	41 (11.9 %)	0 (0.0 %)
	2016	352	40 (11.4%)	35 (9.9%)	8 (16.7)

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: ELCAP Woodson had no students score a Level 4, while nearly half of the administered the exam students (46.67%) scored a Level 3.	Data year :2020~ 2021 Woodson had no students score a Level 4, while nearly half of the administered the exam students (46.67%) scored a Level 3.	Data year :2021~ 2022 ELPAC Scores weren't reported		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: ELCAP EL-Participation rate 94%	Data Year 2020- 2021 EL-Participation 94%	Data year :2021~ 2022 ELPAC Scores weren't reported		96% of students that are EL designated will complete the ELPAC exam
Reclassification Rate	Data Year 2020-2021 Data Source: ELCAP, CALPADS English Learners 5% Fluent-English-Proficient Students 12.9% Students Redesignated FEP 0% EL : 0 Redesignations	Data Year 2020- 2021 English Learners 5% Fluent-English Proficient Students 12.9% Students Redesignated FEP 0% EL : 0 Redesignations	Data year :2021~ 2022 ELPAC Scores weren't reported		Desired Outcome for 2023–24 7 Students will be reclassified.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Learners Instructional Strategies	Our aim is for our English learners who are enrolled in the school for more than 90 days to improve their ELPAC Score by 1 proficiency level toward levels 3 and 4 each year. We will provide ELD professional development. 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. We aim to continue with our adopted curriculum for as well as and purchased print and electronic online learning materials to support English Language Learners. Online and print instructional materials were adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. Employing ELD/Intervention Foundational English classes into the master schedule to support English language development, that are taught by teachers authorized to teach English Learners. Our credentialed staff utilized the following supplement strategies to meet expected outcomes for supporting English Language Learners: 1) Visuals and graphic organizers to help scaffold content listening and speaking strategies 2) Use of Achieve3000 to support current reading levels and assist in improving reading levels. 3) Spanish language text is available through Achieve 3000. 4)1-to-1 computer devices 5) Collaborative groups, learning stations, and cooperative assignments Lastly, we will engage in data driven Instruction (DDI) discussing needed modifications will in PLC's	$563,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	EL designated will complete the ELPAC exam	To ensure we meet our testing threshold, and to ensure action 2.2 is executed as planned, we have set our internal goal as 95% of our long term students on both formative and summative assessments. We also plan to look at our special populations to ensure we have a 95% completion rate across our student groups. Additionally, we will leverage both our attendance tracking and home visits, to support with this action. We will also, will leverage our parent outreach, ensuring outreach materials are translated in parent's home language.	$51,700.00	Yes
2.3	Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification	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.	$46,782.00	Yes

Goal Analysis [2022-23]

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

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

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 $563,090.00
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 $51,700.00
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 $46,782.00

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

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 2022-2023 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 was effective, we increased by 60% in comparison to the year before.

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 looking at additional enrichment activities with designated EL supports, strengthening our learning stations, to support facilitation of designated and integrated EL standards.

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.

An explanation of why the LEA has developed this goal.
Carter G. Woodson administration has developed a yearly professional development plan. Activities are scheduled and implemented by multiple agencies and consultants. Teachers are provided with PD's, coaching. mentoring and training in the areas of pedagogy, planning, and the utilization of data, English, English Learners, Math, Science, and Career Pathways. New teachers are provided the opportunity to participate in Teacher Induction Programs through Fresno County Office of Education. Additionally, administrators provide in services to all staff on various topics including lesson planning, Independent Study, Attendance, Alternatives to Discipline and Charter Expectations. We currently utilize effective outside consultants and have designated Fresno County Office of Education as our Technical Assistance Provider. Currently, we have expanded our PD options with the Aspiring Leadership Institute, The Aspiring Leadership Institute trains existing leaders and new emerging leaders. The main focus of this professional development is to strengthen pedagogy, student engagement, mentorship and create opportunities within the school's administration. 100% of teachers have participated in Professional Development trainings throughout this school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication. SY 2021-2022	80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication.. SY 2021-2022	(77.78%) 80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication.		90% Teachers will report that they are trained on instructional strategies for our students that promote engagement, creativity, Critical Thinking, Collaboration, and Communication

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Teacher Surveys	Data Source: Teacher Surveys	SY 2022-2023 Data Source: Teacher Surveys		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Professional Development	Teacher professional development will be extended by 3 days, building upon the collective impact of our educational partners, that provide specialized training, towards meeting our LCAP goals, to address learning loss and student engagement. Specifically, through a collaborative effort, will develop a comprehensive agreement with comprehensive professional development agreement with Fresno County Office of Education and SDE. The services for the 2022-2023 school year will include professional development days, in-class observations, real time coaching, and instruction debrief. From these observations, professional development will be provided to follow up on unpacking and teaching to the standards, addressing ways to differentiate instruction, and how to utilize common core instructional supplements, to develop teachers instructional design. The instructional design professional development will also support teachers with planning for all student groups, including differentiating for gifted students. Specifically SDE will support with vertical alignment in both ELA and Math. These efforts will seek to improve teacher content expertise with standards alignment, mapping/pacing, DOK differentiated instruction, unpacking common core content standards with students to build academic vocabulary. Curriculum training from the curriculum publishers will be provided. The curriculum we will be receiving training for are Achieve 3000, Go	$125,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math, UC Scout, and Edgenuity. From these trainings, teachers will focus on an problem of inquiry, utilizing curriculum as drivers towards continuous improvement efforts, strengthening our blended learning model. Teachers will also receive specific GATE training and coaching to support all learners, building upon their strengths (gifts) to reach their goals. We will use all training and coaching in order to maintain qualified support personnel including instructional technology support staff. Technology will be purchased and acquired (staff and student devices), to support with all actions, including Action 3.1. The technology we will be purchasing are continued upgrades to desktop computers, as well as purchasing additional MAC, Chromebooks, hotspots, and tablet updates, to support with online digital components for teaching and learning.		
3.2	Aspiring Administrators program	All administrators will participate in two years of the Aspiring Administrators program to increase student performance and staffing coaching and mentoring. Trainings will reflect professional development in the areas of instructional strategies for teacher, mentoring and coaching.	$15,800.00	Yes
3.3	Teacher and Administrator workshop	Teacher and administrators will receive 4 workshops addressing formative assessments, differentiated instruction strategies, using manipulatives, software and visuals, and how to be culturally competent. This year's layer of support will include our Education Coordinators receiving technical assistance from Fresno County Coaches to align support for Math, English and History teachers.	$80,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This school year we will continue to provided bi-weekly professional development to implement the Workshop model that focuses on Academic Rigor, Common Core Supplements, Social Emotional Learning (SEL) and differentiated instruction. Additionally, teachers will received individualized coaching to implement differentiated steps for professional growth with the SEEI model used for vocabulary development. We will continue to evaluate collected lesson plans on a weekly basis. Workshop will also include specific training from our curriculum publishers to support administrative oversight, with a focus on providing support to facilitate research stations and hotspot use.		

Goal Analysis [2022-23]

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

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

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 $125,999
Action 3.2 Aspiring Administrators program. There were no substantial changes in expenditures of what was planned. the expenditure remained as $15,800

Action 3.3 Teacher and Administrator workshop. There were no substantial changes in expenditures of what was planned. the expenditure remained as $80,500

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

Action 3.1 Teacher Professional Development. This action needs more time after the effects of COVID to show effectiveness
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.

Action 3.1 Teacher Professional Development. No substantial changes to this action.
Action 3.2 Aspiring Administrators program. No substantial changes to this action.
Action 3.2 Teacher and Administrator workshop. No substantial changes to this action

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.

An explanation of why the LEA has developed this goal.
Parent participation has increased by 10% compared to the prior year. Parents have been actively logging in online to School Site Council and ELAC meetings, additionally parents have begun to attend onsite events. We are also continuing to survey parents to gather stakeholder input. We have increased parental involvement by establishing a 1:1 device for our students which provides parents with the convenience and accessibility to attend parent meetings online and receive notifications of upcoming events. Parent input is readily accepted and infused into our board-level decisions in the form of surveys, personal calls, text and emails. Parents have requested in our most recent survey that we utilize personal calls and text messaging as the number one contact options. Also, in the schools most recent survey 96% of parents stated that they are well informed of school activities and events including meetings.

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 2021-2022 Data Source: LCAP Survey Parent Satisfaction 95%	Data Year 2021-2022 Data Source: LCAP Survey Parent Satisfaction 95%	Data Year 2022-2023 Data Source: LCAP Survey Parent Satisfaction		Parent Satisfaction will be above 96.5% with parent satisfaction outcomes.
Participation/attendance in key committees (SSC , DELAC)	Data Year 2021-2022 Data Source: LCAP Survey Parent Participation 30%	Data Year 2021-2022 Data Source: LCAP Survey Parent Participation 30%	Data Year 2022-2023 Data Source: LCAP Survey Parent Participation		Increase parent participation by 1.5% each year for each one of the advisory committees.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase Parent Involvement	For parent engagement we will increase parent participation by 3% each year for each one of the advisory committees, as this is a part of our 3 year strategy to increase family engagement. We will increase our family communication through the use of parent square in regards to our PBIS and MTSS progress monitoring. Support staff will continue to dedicate parent outreach hours to make phone calls and home visits. We will continue to utilize family newsletters, as well as email/texting features to parent square to increase contact with families. Also, we will utilize our social media platforms to bring family awareness to our efforts, as well to reach our parent audience who use social media mostly.	$22,985.00	Yes
4.2	Increase Parent Survey Satisfaction	Through or parent involvement efforts will continue to increase satisfaction by 1% each year or be above 91%. As listed in action 4.1 we intend to use school messenger, social media, parent/student recognition and incentives to increase parent satisfaction. Additionally we will partner with parent to support with incentives for student attendance, award ceremonies for student recognition, by use of parent forums, both in person and virtually. Also we will leverage both aeries and our social media platforms to increase parent awareness of our schoolwide academic and non academic goals, and utilize aeries to provide parents with up to date feedback on their student's progress.	$5,450.00	Yes

Goal Analysis [2022-23]

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

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

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.
Action 4.2 Increase Parent Survey Satisfaction: There were no substantive/considerable differences in budget expenditures.

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

Action 4.1 Increase Parent Involvement: Was extremely effective, as we increased parent participation by 15% through the increases in meetings in both April and May, as well as the increased virtual presence of parents taking advantage of that opportunity to participate.
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.

Action 4.1 Increase Parent Involvement: No substantial changes
Action 4.2 Increase Parent Survey Satisfaction: No substantial changes

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. Carter G. Woodson has invested in meeting this goal by purchasing enough technology to have a 1 to 1 ratio for all students. Additionally, students have access to online libraries through LIRN. We continue to work on the utilization of the online library to strengthen student research and writing. As a part of our extended learning plan we have expanded after school, Saturday school, and summer school activities by extending the length of time or increasing the number of days students are able to utilize these programs. Carter G. Woodson Students participate in our schools sports programs and have expressed through surveys they want to add more club offerings.

An explanation of why the LEA has developed this goal.
Our parents were surveyed and participated in focus groups expressing improvement with goal 5 by increasing activities, trips and Incentives.

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 0% Data Source: After School program report.	Data year: 2021-2022 Clubs offered 0% 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 tournaments	Data year: 2021~2022 Data Source: After School program report. 2 New sports were offered	Data year: 2022~2023 Data Source: After School program report.		The school will offer a total of 3-5 sports per year and add 1 new sport each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2 New sports were offered.		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase the number of clubs and sports for students	Our school will increase the number of clubs offered up to two new clubs per year. Our school will increase the number of sports programs. Health and Wellness for all students including sports and club activities will be facilitated though the following: a. Summer Programs b. Afterschool Intervention program c. Physical Education Enrichment, and new sports d. SEL: Social Emotional Learning support e. Mental health consultants for staff and students f. Purchase, lease, or build new facilities for 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 and Alternative to suspension	$150,000.00	No
5.2	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 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	$76,852.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
5.3	Safe facilities and clean Restroom facilities and Eating areas is a school priority.	Our school will be safe and will ensure restroom facilities and eating areas are cleaned after each break and lunch use including Before and After-School. Maintain safe and high-quality facilities materials, supplies and repairs. a. Mobile hand washing stations b. disinfecting mist machines (foggers) c. cleaning and sanitizing upgrades d. PPE 2. COVID -19 Procedures and Protocols for prevention and safety for students, staff and visitors a. Janitorial Compliance Requisition Forms b. PPE c. HVAC 2. Camera's for security will be purchased for each school site as requested by parents.	$964,855.00	No

Goal Analysis [2022-23]

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

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

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 int he 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.
Actions 5.2 Increase student activities. No substantial budget impacts or changes from what was planned.
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.

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

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.
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.
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.

Actions 5.1 Increase the number of clubs and sports for students: We intend to increase our sports and club offerings by at least one more club/sport.
Actions 5.2 Increase student activities: From the student surveys we intend on increasing academic trips related to school content, as well as non academic trips, centered to build community and socio-emotional safety.

Actions 5.3 Safe facilities and clean Restroom facilities and Eating areas is a school priority. We have hired all our custodial staff, so will continue with training to support custodial onboarding and retention.

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.
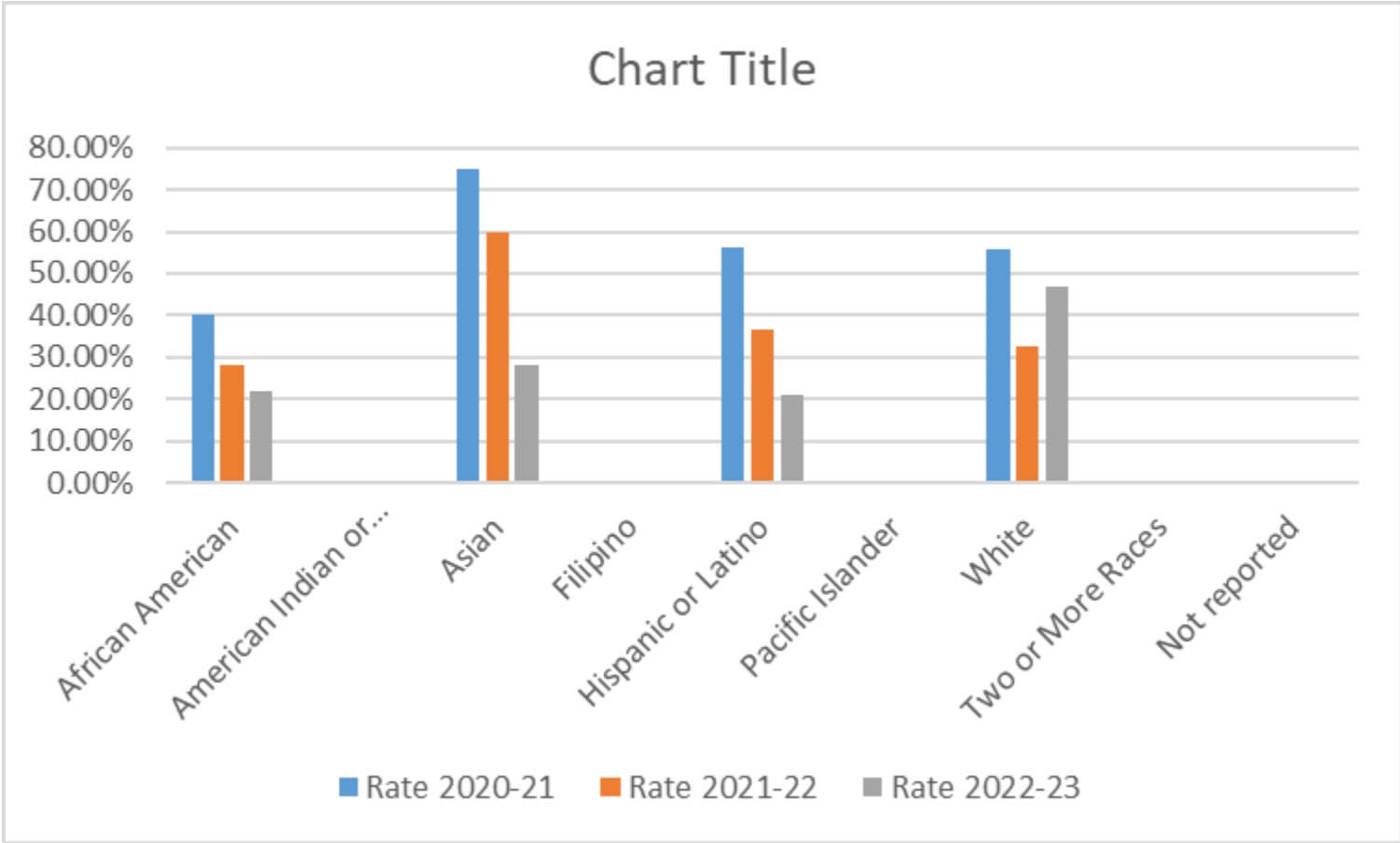
Goals and Actions

Goal

Goal #	Description
6	Our Charter School will maintain a minimum of 87% attendance rate for DASS long-term students

An explanation of why the LEA has developed this goal.

Goal 6 areas of challenge include chronic absenteeism for the 2019 though the 2022 school year. Although Woodson has had success in meeting goal 6 Areas of challenge include chronic absenteeism for the 2021 though the 2022 school year.

Chart Title

Legend: Rate 2020-21 | Rate 2021-22 | Rate 2022-23

Categories: African American, American Indian or…, Asian, Filipino, Hispanic or Latino, Pacific Islander, White, Two or More Races, Not reported

Year	Days Enrolled	Days Present	Percent Present
2016-2017	53754	47822	88.96%
2017-2018	54878	49823	90.79%
2018-2019	68914	61722	89.56%
2019-2020	41440	38643	93.25%
2020-2021	66813	54345	81.33%
2021-2022			

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 Absenteeism Rate 54.7% Data Source: Data Quest, CALPADS	Data year 2020-2021 Chronic Absenteeism Rate 54.7% Data Source: Data Quest, CALPADS	Data year 2021-2022 Chronic Absenteeism Rate 71.4% Data Source: Data Quest, CALPADS		Chronic Truancy will decrease by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate for DASS students	Data year 2020-21 81.33%	Data year 2020-21 81.33%			will maintain a minimum of 87% attendance rate for DASS students
Suspension Rate of students enrolled 90 days or more	Data year 2019-2020 3.31% Data Source: DASH, Data Quest	Data year 2020-2021 0.5% Data Source: DASH, Data Quest	Data year 2021-2022 1.9% Data Source: DASH, Data Quest		will maintain a minimum of 1.5% decrease in suspension rates

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Overall attendance	We intend to leverage our current educational partnerships, as well as attendance tools to target our special populations, to increase overall attendance. We seek to increase by 2 percent each year, in our attendance rate. To support we will ensure to maintain our qualified dropout prevention and support staff to reduce learning loss. Qualified staff will receive professional development in social emotional support, academic support monitoring, and positive culture and environment. Parent Involvement and Resources for community outreach and support, will include, personal phone calls (truancy prevention), home visits (chronic absenteeism), sending communication in school messenger and text messenger (Automatic phone calls and email), as well as collaborating with Mental Health contractors, to support in addressing the barriers to student attendance. We will also facilitate attendance incentives, including raffles during student break times, and in the monthly newsletters. Site admin and charter leadership will collaborate to facilitate attendance incentive plans at all schools, with daily, weekly, and monthly student incentive	$309,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
		raffles. This data will inform weekly schoolwide incentive for meeting 90 percent or above attendance rate. Student attendance data will be tracked for both MTSS and PBIS purposes, and used to determine which tier of support students need in navigating barriers to student attendance. This will include our continued use of providing transportation for students, increasing student engagement in daily academic and non academic activities, and chronic absenteeism monitoring. We will continue to use newly adopted methods to recruit students. Monitoring and updating our website and social media, facebook page to expand presence and connect with potential enrollees.		
6.2	Decrease Chronic Truancy	We aim to decrease chronic truancy by 2% each year and by 6% by year 3. We will leverage our parent involvement and resources for community outreach and support. This will include personal phone calls and text messaging (truancy prevention) and home visits (chronic absenteeism).	$82,552.00	Yes

Goal Analysis [2022-23]

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

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

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.
Actions 6.2 Decrease Chronic Truancy There were no substantial changes to the budgeted expenditures.

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

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 we will need more time to evaluate the effectiveness of this action due to COVID and the changes in the California Dashboard Reporting

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.

Actions 6.1 Overall attendance . We are looking at finding opportunity to provide time for students to increase their work completion for our IS programs, and providing attendance incentives at both schools, site base and IS, to facilitate increases in student attendance.
Actions 6.2 Decrease Chronic Truancy We intend on increasing outreach support, on our home visits, and leveraging our assistive technology to send electronic communications, so parents have more points of contact both in person, and virtually.

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

An explanation of why the LEA has developed this goal.

Each student is required before graduation to complete two CTE courses within their chosen career pathway. Students are engaged in learning industry standards and skills, through embedded technologies and applied sciences. In addition, through our CTE courses students are offered opportunities to advance academically through dual enrollment in college courses leading to a professional industry certificate or Associate's Degree while concurrently working on their High School Diploma. Recent data shows 79% of students are passing their CTE courses with a C or better which exceeds their expected goal.

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 79%	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 79%	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 79%		The number of students earning a C or better in Career Pathways will increase by 1% per year for a total of 83%.
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		Expand Career pathways and CTE programs by 1 per year based on students' needs, and/or jobs in demand.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student and Parent Survey	Data year: 2021-2022 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%

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Expand Career pathways and CTE programs	The school will expand Career pathways and CTE programs by 1 per year over the next 3 years based on students' needs and jobs in demand. For the 2023-2024 school year we will leverage our to drive our aims towards expansion. These includes increasing dual enrollment into our Agape College of Business and Science for CTE pathways; providing students with platforms that will allow them the opportunity to earn college credit in partnership with other 2 and 4 year post secondary institutions; while also leveraging our edgenuity platform to expand student participation in CTE courses of their interest. We will also continue to seek and place students with paid internships for students and job shadowing opportunities. This will continue to drive our work with establishing ongoing opportunities with new school partnerships are in the continuous improvement to strengthen implementation	$281,079.00	Yes
7.2	Passing Students for career pathway courses	We maintain our goal for this upcoming school year that 70% of students will pass career pathway courses with a and 72% by year 3, next school year. We will carry this action out by providing professional development PBL for teachers and staff for college and career readiness, through Tulare County Office of Education. They will continue to provided professional development for project base	$104,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning and career pathways. Leveraging on this training in our PLC's, we will continue to refine our PBL program; with a laser focus on academic intervention support, work based instruction and GATE pedagogy for student achievement.		
7.3	Student and parents' surveys	Student and parent surveys percentages will increase in career readiness satisfaction will by 3% in year 3, for the 2023-2024 school year. Focus groups will be conducted when above 10% dissatisfaction.	$108,863.00	Yes

Goal Analysis [2022-23]

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

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

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.
7.2 Passing Students for career pathway courses, there were not changes in the budget expenditures and actual expenditures.
7.3 Student and parents' surveys there was no substantial changes in the budget expenditure in comparison to our actual expenditures.

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

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.

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
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 gage 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 populations will make satisfactory progress towards H.S. graduation requirements

An explanation of why the LEA has developed this goal.

Student satisfactory progress towards meeting high school requirements excelled for all student groups with an increase of 21.2 percent over the past 3 years. Graduation rates increased for African American students by 18.5%, a rate of 21.8 for our Hispanic students, and a rate of 19.8 for our students who are socioeconomically disadvantaged. Lastly, we have seen a steady growth in our high school credit eligible graduation rate, which has increased from 91% to 98% over the past 8 years.

Carter G. Woodson Graduation Rate in Special Populations by Year - Total Students

Legend: Number of Students in the Graduation Rate (blue), Number of Graduations (red), Graduation Rate (yellow)
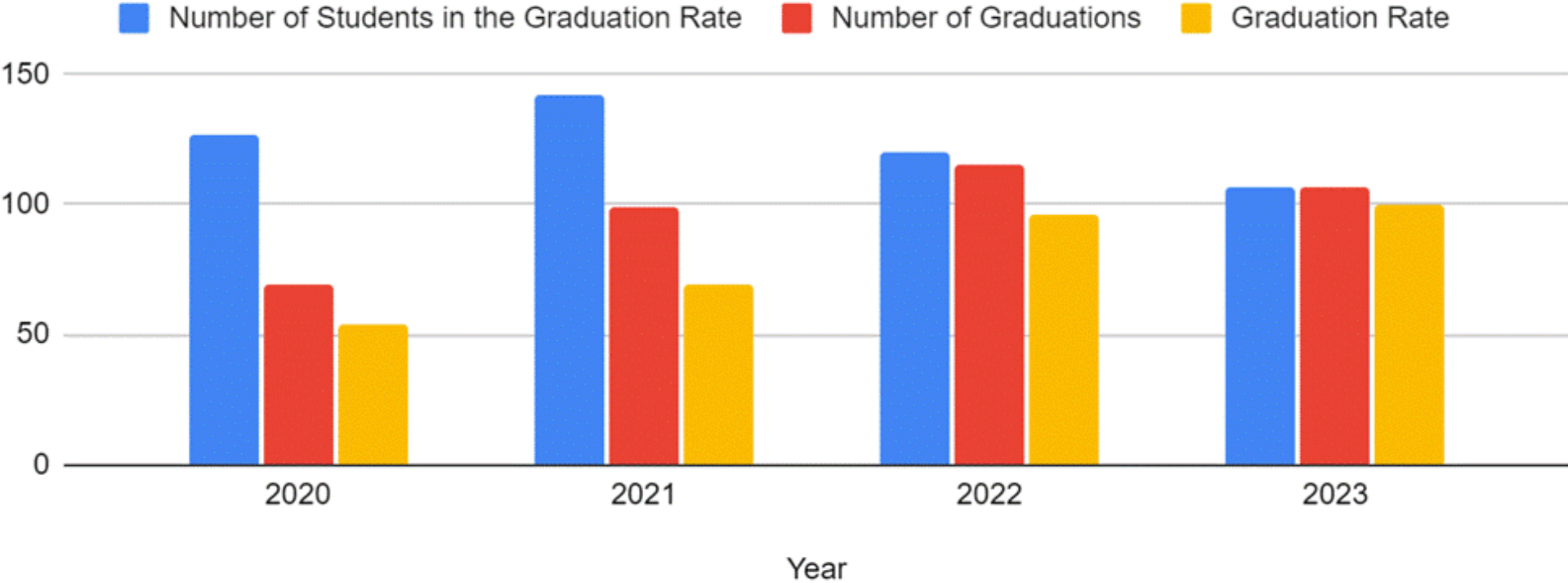
Carter G. Woodson Graduation Rate in Special Populations by Year - Total Students			
Year	Number of Students in the Graduation Rate	Number of Graduations	Graduation Rate
2020	127	69	54.3
2021	142	99	69.7
2022	120	115	95.8
2023	107	107	100

2021-22 Five-Year Cohort Graduation Rate

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	17	13	76.5%	0	0	0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	100	72	72.0%	0	0	0
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*

Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Carter G. Woodson Public Charter	130	94	72.3%	0	0	0
Fresno Unified	4,894	4,292	87.7%	2,140	27	701
Fresno County	15,853	13,358	84.3%	6,115	682	2,320
Statewide Total	500,404	433,028	86.5%	217,908	61,974	111,363

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 Carter G. Woodson Graduation Rate is 69.70% Carter G. Woodson Credit Eligible Graduation Rate 94% EL: 0%	Data year: 2020-2021 Data Source: Data Quest Carter G. Woodson Graduation Rate is 69.70% Carter G. Woodson Credit Eligible Graduation Rate 94%	Data year: 2021-2022 Data Source: Data Quest Carter G. Woodson Graduation Rate is 75.5% Carter G. Woodson Credit Eligible Graduation Rate 94% EL: 50%		Overall High school graduation rate for 5-year cohort will increase above 80% LI: 74% SPED: 82% HL: 75.6% AA 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FY:0% LI: 69.6% SPED: 80% HL: 70.6% AA 73.9%	EL: 0%Not enough students FY:0% Not enough students LI: 69.6% SPED: 80% HL: 70.6% AA 73.9%	FY: * Not enough students LI: 75% SPED: 76.5% HL: 73.5% AA: 81%		

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Overall High school graduation rate	Overall High school graduation rate for 5-year cohort will increase above our current year's goal of 72% 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 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	$440,691.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coaching; monitor student performance and achievement, and CSI plan incorporation ensuring on-time graduation.		
8.2	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.	$4,398.00	Yes

Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.

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

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. In collaboration with FUSD Sped Services, all actions were carried out as indicated 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.

8.1 Overall High school graduation rate there were no substantive difference in budgeted expenditures and what was actually expended during the school year.

8.2 Students in Special population, no substantive/considered changes to budget expenditures

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

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 will need more time to measure the effectiveness of this action due to impacts of COVID.

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.

8.1 Overall High school graduation rate: Leveraging our dual enrollment programs, provided professional learning communities on their implementation and effective use.
8.2 Students in Special population: We intend to support students through increase wrap-around services in the areas of in-school and out of school tutorials. Assistive technology to support with work completion that students will be able to take home.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,548,902	$114,944

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
40.55%	0.00%	$0.00	40.55%

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

Required Descriptions

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

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

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

Services are improving for each special populations that is considered to have significant numbers according to the state. Our data from DASHBoard, DATA Quest and Surveys reflect the improvements in each of the goals it applies to including our graduation rate, Career Pathways, and Academic ELA data.

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.

Currently, we have used the funding to increase the number of student support counselors, coordinators, substitute tutors and to attract highly qualified teachers and bus drivers.

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	[n/a	1 to 25
Staff-to-student ratio of certificated staff providing direct services to students	[n/a	1 to 18

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,093,970.00	$124,905.00		$838,269.00	$6,057,144.00	$3,963,122.00	$2,094,022.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	NOTE: Also see 1.4 below which is action 1.1B Overall school performance in English Language Arts will increase by meeting standards or exceeding standards each year	English Learners Foster Youth Low Income	$102,705.00	$83,867.00		$338,079.00	$524,651.00
1	1.2	Overall mathematics school performance will increase each year to meeting or exceeding standards each year	All	$468,220.00			$57,690.00	$525,910.00
1	1.3	Overall school performance in science will increase by meeting standards or exceeding standard each year	English Learners Foster Youth Low Income	$205,388.00			$20,687.00	$226,075.00
1	1.4	1.1B (continuation of 1.1) - Overall school performance in English Language Arts will increase by meeting standards or exceeding standards each year	All	$1,345,359.00				$1,345,359.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	English Language Learners Instructional Strategies	English Learners	$563,090.00				$563,090.00
2	2.2	EL designated will complete the ELPAC exam	English Learners Foster Youth Low Income	$51,700.00				$51,700.00
2	2.3	Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification	English Learners Foster Youth Low Income	$46,782.00				$46,782.00
3	3.1	Teacher Professional Development	English Learners Foster Youth Low Income	$87,891.00	$17,730.00		$20,378.00	$125,999.00
3	3.2	Aspiring Administrators program	English Learners Foster Youth Low Income				$15,800.00	$15,800.00
3	3.3	Teacher and Administrator workshop	English Learners Foster Youth Low Income				$80,500.00	$80,500.00
4	4.1	Increase Parent Involvement	English Learners Foster Youth Low Income	$12,139.00			$10,846.00	$22,985.00
4	4.2	Increase Parent Survey Satisfaction	English Learners Foster Youth Low Income	$5,450.00				$5,450.00
5	5.1	Increase the number of clubs and sports for students	All	$126,692.00	$23,308.00			$150,000.00
5	5.2	Increase student activities	All	$76,852.00				$76,852.00
5	5.3	Safe facilities and clean Restroom facilities and Eating areas is a school priority.	All	$964,855.00				$964,855.00
6	6.1	Overall attendance	English Learners Foster Youth	$309,531.00				$309,531.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
6	6.2	Decrease Chronic Truancy	English Learners Foster Youth Low Income	$82,552.00				$82,552.00
7	7.1	Expand Career pathways and CTE programs	English Learners Foster Youth Low Income	$199,675.00			$81,404.00	$281,079.00
7	7.2	Passing Students for career pathway courses	English Learners Foster Youth Low Income				$104,022.00	$104,022.00
7	7.3	Student and parents' surveys	English Learners Foster Youth Low Income				$108,863.00	$108,863.00
8	8.1	Overall High school graduation rate	English Learners Foster Youth Low Income	$440,691.00				$440,691.00
8	8.2	Students in Special population	English Learners Foster Youth Low Income	$4,398.00				$4,398.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,819,736	$1,548,902	40.55%	0.00%	40.55%	$2,111,992.00	0.00%	55.29 %	**Total:**	$2,111,992.00
								LEA-wide Total:	$1,721,347.00
								Limited Total:	$0.00
								Schoolwide Total:	$390,645.00

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	NOTE: Also see 1.4 below which is action 1.1B Overall school performance in English Language Arts will increase by meeting standards or exceeding standards each year	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$102,705.00	
1	1.3	Overall school performance in science will increase by meeting standards or exceeding standard each year	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$205,388.00	
2	2.1	English Language Learners Instructional Strategies	Yes	LEA-wide	English Learners	All Schools	$563,090.00	
2	2.2	EL designated will complete the ELPAC exam	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,700.00	

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	2.3	Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,782.00	
3	3.1	Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$87,891.00	
3	3.2	Aspiring Administrators program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Teacher and Administrator workshop	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.1	Increase Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,139.00	
4	4.2	Increase Parent Survey Satisfaction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,450.00	
6	6.1	Overall attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,531.00	
6	6.2	Decrease Chronic Truancy	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$82,552.00	
7	7.1	Expand Career pathways and CTE programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,675.00	
7	7.2	Passing Students for career pathway courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
7	7.3	Student and parents' surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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 (%)
8	8.1	Overall High school graduation rate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$440,691.00	
8	8.2	Students in Special population	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,398.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,697,120.00	$4,296,640.00

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	Intervention	Yes	0	0
1	1.2	Mathematics Performance Increase	No	$523,701	$522,267
1	1.3	Overall Academic Student Performance Increase	Yes	$225,000	$275,940
1	1.4	1.1B Intervention	No	0	0
2	2.1	Student Engagement Middle School	No	$554,511	$680,052
2	2.2	English Language Learners Instructional Strategies	Yes	$50,000	$61,320
2	2.3	English Language Students Will Complete ELPAC Exam	Yes	$45,800	$56,169
3	3.1	Teacher Professional Development	Yes	$125,999	$154,525
3	3.2	Aspiring Administrators	Yes	$15,800	$19,377

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	$80,500	$98,725
4	4.1	Increase in Parent Involvement	Yes	$22,682	$27,817
4	4.2	Increase Parent Survey Satisfaction	Yes	$5,000	$6,132
5	5.1	Increase in Clubs and Sports for Students	No	$590,185	$637,400
5	5.2	Increase Student Activities	No	$75,000	$87,000
5	5.3	Increase Student Activities	No	$55,500	$68,065
6	6.1	Overall Attendance	Yes	$307,889	$377,595
6	6.2	Decrease Chronic Truancy	Yes	$80,500	$97,105
7	7.1	Expand Career Pathways and CTE Programs	Yes	$281,079	$344,715
7	7.2	Passing Students for Career Pathway Courses	Yes	$104,022	$127,573
7	7.3	Student and Parents' Surveys	Yes	$108,863	$108,962
8	8.1	Student and Parents' Surveys	Yes	$440,691	$540,463
8	8.2	Students in Special Population	Yes	$4,398	$5,438

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)

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,405,616	$1,611,004.00	$1,405,616.00	$205,388.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention	Yes	$309,102	$309,102		
1	1.3	Overall Academic Student Performance Increase	Yes	$205,388			
2	2.2	English Language Learners Instructional Strategies	Yes	$50,000	$50,000		
2	2.3	English Language Students Will Complete ELPAC Exam	Yes	$45,800	$45,800		
3	3.1	Teacher Professional Development	Yes	$87,891	$87,891		
3	3.2	Aspiring Administrators	Yes				
3	3.3	Teacher and Administrator Workshop	Yes				
4	4.1	Increase in Parent Involvement	Yes	$11,836	$11,836		
4	4.2	Increase Parent Survey Satisfaction	Yes	$5,000	$5,000		
6	6.1	Overall Attendance	Yes	$170,723	$170,723		
6	6.2	Decrease Chronic Truancy	Yes	$80,500	$80,500		

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)
7	7.1	Expand Career Pathways and CTE Programs	Yes	$199,675	$199,675		
7	7.2	Passing Students for Career Pathway Courses	Yes				
7	7.3	Student and Parents' Surveys	Yes				
8	8.1	Student and Parents' Surveys	Yes	$440,691	$440,691		
8	8.2	Students in Special Population	Yes	$4,398	$4,398		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,448,687	$1,405,616	0.00	40.76%	$1,405,616.00	0.00%	40.76%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o 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)

  o 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

  o 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)

  o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

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

  o 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)

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

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o   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)

  - o   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)

  - o   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)

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

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