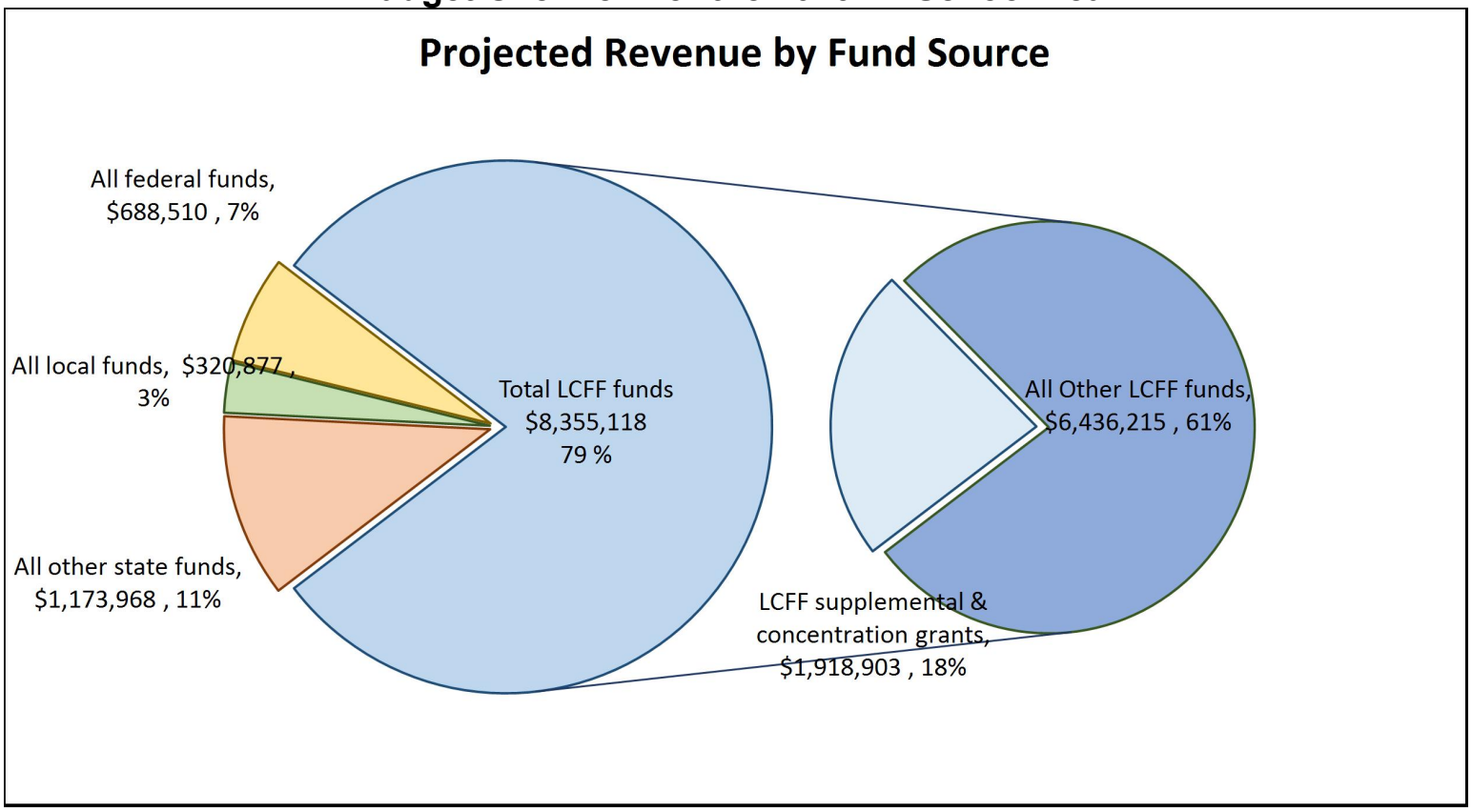
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stanislaus COE - Stanislaus Alternative Charter School
CDS Code: 50-10504-0129023
School Year: 2026-27
LEA contact information:
Jon Webb
Director
jwebb@stancoe.org
(209) 238-8653

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

Budget Overview for the 2026-27 School Year

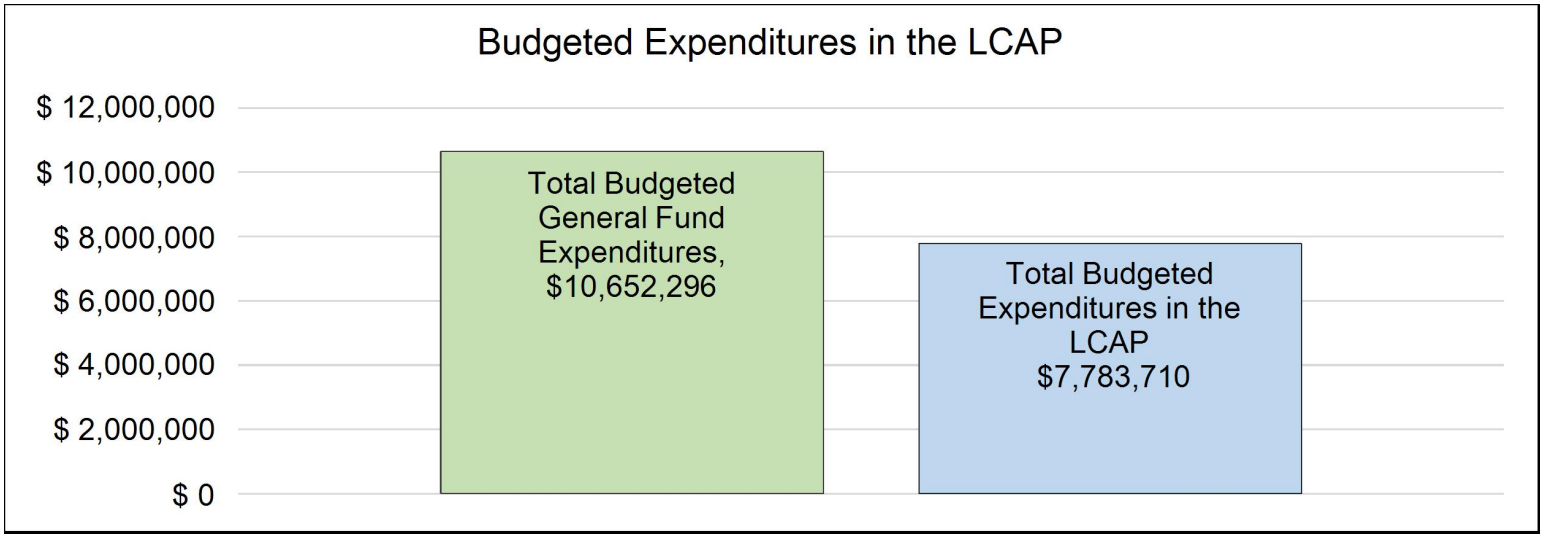


This chart shows the total general purpose revenue Stanislaus COE - Stanislaus Alternative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stanislaus COE - Stanislaus Alternative Charter School is $10,538,473, of which $8,355,118 is Local Control Funding Formula (LCFF), $1,173968 is other state funds, $320,877 is local funds, and $688,510 is federal funds. Of the $8,355,118 in LCFF Funds, $1,918,903 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Stanislaus COE - Stanislaus Alternative Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stanislaus COE - Stanislaus Alternative Charter School plans to spend $10,652,296 for the 2026-27 school year. Of that amount, $7,783,710 is tied to actions/services in the LCAP and $2,868,586 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

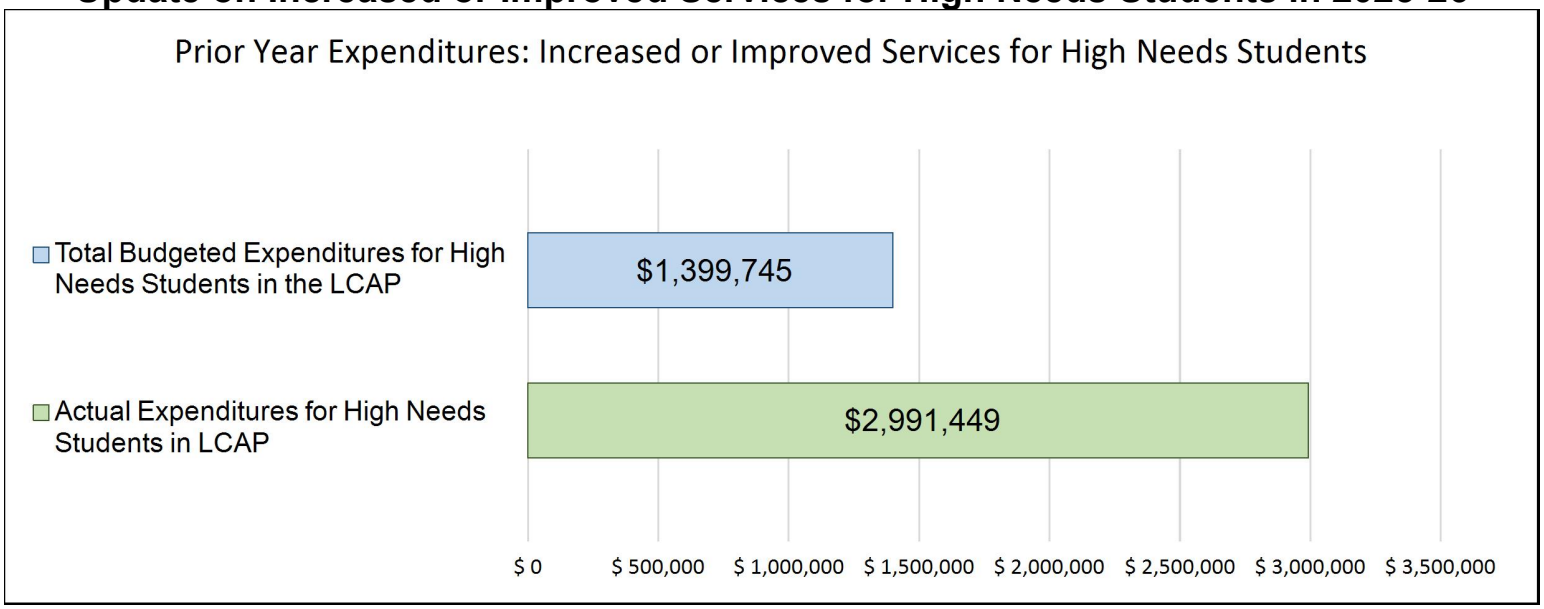
The General Fund expenditures that are not included in the Local Control Accountability Plans are some of the general administrative and operating costs such as utilities, business department, technology, human resources, other departmental costs that are non-instructional related.

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

In 2026-27, Stanislaus COE - Stanislaus Alternative Charter School is projecting it will receive $1,918,903 based on the enrollment of foster youth, English learner, and low-income students. Stanislaus COE - Stanislaus Alternative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Stanislaus COE - Stanislaus Alternative Charter School plans to spend $5,060,907 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Stanislaus COE - Stanislaus Alternative 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 Stanislaus COE - Stanislaus Alternative Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Stanislaus COE - Stanislaus Alternative Charter School's LCAP budgeted $1,399,745 for planned actions to increase or improve services for high needs students. Stanislaus COE - Stanislaus Alternative Charter School actually spent $2,991,449 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Stanislaus COE - Stanislaus Alternative Charter School	Jon Webb Director	jwebb@stancoe.org (209) 238-8653

Plan Summary [2026-27]

General Information

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

Stanislaus Alternative Charter School (Come Back Kids – CBK) believes students learn best in educational environments that provide opportunities to explore, understand, and apply concepts and skills necessary to become independent problem solvers. The optimal learning environments are physically and emotionally safe and contain the necessary supports and structures that promote the development of character and self-discipline. The teacher is respected, supportive, and trusted. The curriculum is based on real-life applications and presented in one-on-one or small-group settings, and the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on the individual needs of the students.

CBK holds the fundamental belief that learning best occurs when:

- Work is challenging and accessible to all students.
- Learning opportunities are expanded by accessing various segments of the Stanislaus County community and through partnerships with community-based organizations as well as private and public agencies.
- All learning modalities and styles are incorporated into instructional design.
- Students understand that learning tasks have purpose, meaning, and application beyond the academic setting.
- Instructional activities are integrated, meaningful, and engaging.
- Learning and real-life experiences are considered teaching and learning tools.

CBK's combination of high-quality learning opportunities and a rigorous learning environment continues to contribute to the overall success and efficacy of the program.

STUDENTS TO BE SERVED

Given the reality that traditional public schools are often challenged to meet the needs of a growing portion of the county's student population, the Stanislaus County Office of Education established Come Back Kids (CBK), a charter school specifically designed to address the academic needs of students 16 years of age and older who are either at risk of not completing their high school diploma requirements or who previously left school without earning a diploma.

These students are often at risk for reasons including, but not limited to:
1. The student is significantly behind in credits toward graduation.
2. The student previously dropped out of high school.
3. The student is not functioning well in a traditional comprehensive high school setting.
4. The student needs to work full-time or part-time while completing school.

CBK may enroll any eligible student who qualifies for enrollment in a county community school under Education Code Section 1981 or in a community day school under Education Code Section 48662 who resides in the State of California and wishes to enroll. Students may qualify based on the following criteria:

- Expelled from a school district within the geographic boundaries of Stanislaus County or surrounding counties.
- Referred to a county community school by a Stanislaus County school district as a result of a School Attendance Review Board (SARB) recommendation.
- Referred by the district of attendance at the request of the parent or guardian with district approval.
- Foster youth.
- Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.
- Students on probation or parole and not attending another school.

Reflections: Annual Performance

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

Stanislaus Alternative Charter School continues to demonstrate strengths in several areas while also working to address key improvement areas identified through the California School Dashboard and local data.

The school continues to maintain a 0% suspension rate, placing the program in the blue performance category, which reflects the strong emphasis on student support, positive relationships, and restorative practices.

Although the graduation rate indicator remains in the red, the total number of graduates continues to increase each year, demonstrating that the program is successfully supporting more students toward completion of their high school diplomas.

Stanislaus Alternative Charter School met standards in the following areas:

- Basics: Teachers, Instructional Materials, and Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Reflections: Technical Assistance

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

Stanislaus Alternative Charter School has continued working with the Tulare County Office of Education as its Differentiated Assistance (DA) provider to address key improvement areas identified through the California School Dashboard.

Through a comprehensive needs assessment, it was determined that the work should focus on strengthening systems and practices that support student academic progress and graduation outcomes.

The qualifying factors identified through the Dashboard include:

2024 Dashboard

- Low Graduation Rate
- College and Career Indicator

2023 Dashboard

- Low Graduation Rate
- College and Career Indicator

Technical assistance for the 2025–26 school year included targeted professional development for Independent Study teachers, tutors, and administrators with an emphasis on improving instructional strategies, increasing student engagement, and accelerating student progress toward graduation.

Additional strategies implemented included:

- Increasing student work expectations to accelerate progress toward graduation
- Providing students with weekly individualized graduation progress reports
- Providing training for teachers on how to read and interpret student graduation status reports to better monitor credit completion and progress toward diploma attainment

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.

Stanislaus Alternative Charter School

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 LEA supported Stanislaus Alternative Charter School in developing a Comprehensive Support and Improvement (CSI) plan by using the California School Dashboard results, WASC accreditation self-study findings, and visiting team growth areas as part of the schoolwide needs assessment.

Based on this analysis, the school developed a CSI plan (School Plan for Student Achievement SPSA) that includes evidence-based interventions and targeted resources to address the identified areas of need. Additional CSI support has been provided through collaboration with Erin Cross, Director II in the Instructional Support Services Department at SCOE.

Monitoring and Evaluating Effectiveness

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

The LEA will continue to monitor the implementation and effectiveness of the CSI plan through ongoing data review and program evaluation. Annual analysis will be conducted to determine the impact of implemented strategies on student outcomes and to guide continuous improvement efforts.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Surveys, School Stie Council, Weekly Newsletter, Staff Meetings, Division Professional Learning Communities Meeting, Bi-Weekly Cabinet Meetings
Principals	School Site Council, Division Leadership Meetings
Administrators	Regular input
Other School Personnel	School Site Council, surveys, Weekly Newsletters, Bi-weekly office staff meetings
Parents/Adult Students	School Site Council and Surveys
Students	School Site Council and Surveys

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

All educational partners (Teachers, Principals, Administrators, Other School Personnel, and Adult Students) were asked to provide input as to the LCAP goals and actions towards goals. The School Site Council met and gave input as to the LCAP goals and actions to attain each goal.

From stakeholder input, the previous goals were evaluated and four new goals were recommended that would contain the major areas and planned actions in a more condensed manner. The SSC gave specific recommendations as to the wording of the new goals as well as the actions or services to meet each new goal.

The LCAP goals and services to attain each goal were directly influenced by the input of the educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Stakeholders consistently recommended teacher assignment be a priority. Teachers at Stanislaus Alternative Charter are appropriately assigned. The LEA will ensure that teachers participate in Common Core State Standards Training, the adoption and implementation of materials aligned to the standards, and designing standards aligned courses. All students will have access to CCSS aligned, a-g approved curriculum and site ensures excellent and equitable conditions of learning through postiive school climate and learning environments are in good repair.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA recognizes that it is the academic progress of students that is of the utmost importance. In order for students to be academically successful, the LEA feels that the academic program must be one that challenges the student, one that has teachers who are knowledgeable in a variety of instructional practices and one that has built in supports for students who need both academic and mental/emotional help.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers serving in the Stanislaus Alternative Charter will be appropriately assigned in the subject areas they teach per the master schedule. All students will have access to	2023/24 Results - HR reporting - 0 teacher miss-assignments 2023/24 Results - Reported by site	The LEA is compliant with this metric. All teachers are appropriately assigned to the subject areas they teach.	The LEA meets this compliance metric. All teachers are appropriately assigned and credentialed for the subjects they teach.	100% of teachers will be appropriately assigned in the subject areas they teach 100% of students will have access to	No difference. All teachers continue to be assigned to the subject areas they teach and 100% of students have access to standards-aligned curriculum.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards-aligned materials.	100% access to standards-aligned materials	All students have access to standards-aligned curriculum through Edmentum and/or Subject.com	All students have access to a standards-aligned curriculum delivered through Edmentum and/or Subject.com.	standards-aligned curriculum	
1.2	Edmentum Exact Path Assesments Data	Results from Edmentum Exact Path Assessments: Math: Of the 299 students tested, 20% of those tested scored in the 50th percentile rank and above Reading: Of the 348 students tested, 37% of those tested scored in the 50th percentile rank and above. Language Arts: Of the 358 students tested, 62% scored in the 50th percentile rank and above	Results from Edmentum Exact Path: In 2024/25 the following students tested scored in the 50th percentile rank or above.: Math: 276/369 or 75%-A 55% increase Reading: 176/421 or 42%- A 5% increase ELA: 250/433 or 77%- a 15% increase.	Results from Edmentum Exact Path: In 2025/2026 the following students tested/scored in the 50th percentile rank or above: Math - 197/378 - or 52% - but 137 more students then baseline. Reading - 311/530 or 59% - but 182 more students then baseline. Language Arts - 276/465 or 59% - but 54 more students then baseline	10% increase in students scoring in the 50th percentile rank and above	Results from Edmentum Exact Path Assessment increased by: Math: 137 student increase Reading: 182 student increase Language Arts: 54 student increase
1.3	Bi-monthly professional development training agenda/sign in participation	2023/24 Bi-monthly PD agendas 100% participation	The LEA is compliant with this metric. 100% of teachers participate in bi-	The LEA fully complies with this metric, with 100% of teachers actively	100% participation	No difference: All teachers participated in bi-monthly Professional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			monthly professional development and/or site PLT meetings.	participating in bi-monthly professional development and site Professional Learning Team (PLT) meetings.		Learning Teams and Professional Learning Communities.
1.5	Access to approved courses from Edmentum	100% access to Edmentum CBK approved course list	The LEA continues to be compliant with this metric. 100% of teachers and students have access to the adopted course list.	The LEA remains fully compliant with this metric, ensuring 100% of teachers and students have access to the adopted course list.	100% of teachers and students to have access to the approved course list	No Difference: 100% of students have access to the approved online curriculum course list.
1.6	Mental Health Clinician services for students	Results provided by MHC 2023/24 - 99 referrals, 74 students served	The LEA continues to be compliant with this meteric. The MHC follows up with 100% of the students served.	The LEA continues to be compliant with this metric. The MHC follows up with 100% of the students served.	MHC to follow up on 100% of the referrals and continue to provide services to students when needed.	No Difference: The mental health clinician continues to follow up on 100% of the students served.
1.7	Teachers will participate in training on CCSS throughout the year in addition to ongoing training on the implementation and use of Edmentum online courses.	100% participation by teachers gathered from monthly professional development sign in sheets.	The LEA continues to be compliant with this metric. 100% of teachers participate in professional development and training.	The LEA continues to meet this metric, with 100% of teachers actively participating in professional development and training.	100% of teachers will participate in training and professional development	No difference: 100% of teachers participate in professional development and trainings.
1.8	Number of CBK graduates	2023/24 - 137 graduates	CBK had 107 graduates during the Fall semester of 2024. The second CBK	CBK had 159 graduates during the Fall semester of the 2025 term. The second CBK	150 graduates per year.	The number of graduates has increased. As of April 30th, 2026, there were 243+

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			graduation of the 2024/25 school year will take place in May of 2025.	graduation of the 2025/2026 school year in Spring will have 84+ graduates, Total for 2025/2026 was 243+ graduates.		graduates in the 25/26 school year. An increase of 106+ graduates from the baseline total of 137 in 2023/2024.
1.9	All facilities will be maintained and issues with site conditions addressed. Number of identified instances where facilities do not meet the "good repair" standard	2023/24 FIT report 0	A FIT inspection was performed in December of 2024. The school was given an overall classification of "good".	A FIT inspection was performed in November 2025. The school was given an overall classification of "good repair."	Timely repair of all identified facility issues 0 identified instances where facilities do not meet the "good repair" standard	No Difference: The school received a "good" classification in the latest FIT report and had 0 identified instances of not meeting the "good repair" standard.
1.10	Teachers will participate in training that will include specific strategies to ensure EL access to the CCSS. This training will allow for an increase in the RFEP rate.	100% participation by teachers gathered from professional developement sign in sheets	The LEA continues to be compliant in ths metric. All teachers participate in EL strategy trainings to ensure EL access for identified students.	The LEA continues to compliant in this metric. All teachers participated in instructional strategies and independent study professional development.	100% teacher participation	No Difference: All teachers participate in EL strategy trainings.

Goal Analysis [2025-26]

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

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

Successful Implementation:

During the 2025–26 school year, the LEA was able to carry out the majority of actions associated with Goal 1 as planned. Action 1.1 (Appropriately Assigned Teachers) was fully implemented, ensuring all teachers were appropriately credentialed and that 100% of students had access to standards-aligned curriculum through Edmentum and Subject.

Action 1.2 (Online Curriculum and Assessment) was implemented, resulting in a significant increase in student performance outcomes across all subject areas. A total of 197 out of 378 students (52%) in Mathematics, 311 out of 530 students (59%) in Reading, and 276 out of 465 students (59%) in Language Arts scored at or above the 50th percentile. These results reflect substantial growth in student performance and continued progress toward meeting academic benchmarks.

Action 1.3 (Professional Development Participation) was implemented, with 100% of teachers consistently participating in bi-monthly Professional Learning Teams (PLTs) and Professional Learning Communities (PLCs), supporting ongoing instructional improvement. Action 1.5 (Access to Approved Courses) was successfully implemented, ensuring 100% of students had access to Edmentum CBK-approved courses and a wide range of standards-aligned curriculum.

Action 1.6 (Mental Health Clinician Services) was implemented, with the Mental Health Clinician continuing to follow up on 100% of referrals and provide services to students, contributing to improved student stability and engagement. Action 1.7 (Professional Development and Training) was implemented through 100% teacher participation in ongoing training focused on CCSS implementation and instructional strategies, including supports for English learners.

Action 1.8 (Graduation Support and Credit Completion) was implemented with strong outcomes, as the program reached 224+ graduates during the 2025–26 school year, exceeding the annual target of 150 graduates and representing an increase of 87+ graduates from the baseline. Action 1.9 (Facilities Maintenance) was implemented, as evidenced by the school receiving a “good repair” classification on the most recent Facilities Inspection Tool (FIT) report with zero identified deficiencies. Action 1.10 (EL Strategy Training) was implemented through full teacher participation in targeted professional development to support English learner access and outcomes.

Implementation Challenges:

While actions were largely implemented as planned, the LEA experienced some implementation limitations. For Action 1.2 (Online Curriculum and Assessment), maintaining consistent completion of diagnostic assessments remained a challenge due to the independent study model, varying student schedules, and student mobility. Although the number of students scoring at or above the 50th percentile increased significantly across all subject areas, including 59% of students in Reading, not all students completed diagnostics within each testing window.

Additionally, for Action 1.8 (Graduation Support and Credit Completion), many students enrolled significantly credit deficient, requiring additional time and intensive academic supports to meet graduation requirements despite overall increases in graduation outcomes.

Student attendance and engagement also fluctuated due to the unique life circumstances of many CBK students, including work obligations, family responsibilities, and housing instability, which impacted pacing and course completion. Despite these limitations, the LEA continued to implement all actions and adjust supports to meet student needs throughout the school year.

Modified Implementation - NA

Non-implemented Actions - NA

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.

Expenditure Differences

1.2 - Additional expenditures were allocated to expand online curriculum offerings to better address student academic needs such as credit recovery.

1.3 - Actual expenditures for drop-out prevention rate improvement were lower than projected, resulting in a positive variance.

1.5 - Actual expenditures for this service were lower than projected, resulting in a positive variance.

1.6 - Additional expenditures, supported through LREBG funding, were allocated to expand technology access and network infrastructure, including Chromebooks and digital learning systems, ensuring all students could fully access online curriculum and instructional resources.

1.7 - Actual expenditures for "effectively designed curriculum" were lower than projected, resulting in a positive variance.

1.8 - Actual expenditures for intervention courses were lower than projected, resulting in a positive variance.

1.9 - Additional expenditures were allocated to analyzing data to improve instruction training.

1.10 - Actual expenditures for the addition of CTE courses were lower than projected, resulting in a positive variance.

1.11 - Additional expenditures occurred due to increased staffing to support intensive intervention for EL and RS students.

1.12 - Actual Expenditures for maintenance of facilities were lower than projected, resulting in a positive variance.

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

Evaluation of Effectiveness

Action 1.1 – EFFECTIVE
Action 1.1 (Appropriately Assigned Teachers) was effective in ensuring that all teachers were appropriately credentialed and assigned. The effectiveness of this action is reflected in Metric 1.1, which shows that 100% of teachers were appropriately assigned and that 100% of students had access to standards-aligned curriculum through Edmentum and Subject.com.

Action 1.2 – PARTIALLY EFFECTIVE

Action 1.2 (Online Curriculum and Assessment) was partially effective in increasing student participation in diagnostic assessments and improving the availability of student performance data. During the 2025–26 school year, the number of students scoring at or above the 50th percentile increased significantly, with 197 students in Math (52% of students tested), 311 students in Reading (59% of students tested), and 276 students in Language Arts (59% of students tested) meeting or exceeding this benchmark. These results reflect continued growth in student performance and increased participation across testing windows.

The effectiveness of this action is reflected in Metric 1.2, which indicates increased student performance and improved data availability for instructional planning. However, due to challenges associated with the independent study model, including inconsistent student schedules and mobility, full participation in diagnostic assessments was not achieved, resulting in this action being classified as partially effective.

Action 1.3 – PARTIALLY EFFECTIVE
Action 1.3 (Home Contact to Decrease Dropout Rate) was partially effective in supporting student engagement and retention. Staff made consistent efforts to contact students and families; however, maintaining consistent communication was impacted by changing contact information, attendance patterns, and student mobility. This action contributed to overall engagement efforts tied to Metric 1.8 (graduation outcomes), though variability in contact limited full effectiveness.

Action 1.5 – EFFECTIVE
Action 1.5 (Technology Infrastructure and Access), supported with LREBG funds, was effective in expanding network services and improving access to online instructional platforms. This action ensured that students had consistent and reliable access to Edmentum and Subject.com, which supported increased engagement and participation in the independent study model. (LREBG funds = $2,744.00)

The effectiveness of this action is reflected in Metrics 1.2 and 1.8, as improved access contributed to increased diagnostic assessment participation and student performance. Additionally, this action supported overall instructional continuity and engagement, contributing to positive student outcomes, including progress toward graduation.

Action 1.6 – EFFECTIVE
Action 1.6 (Access to Courses and Technology) was effective in ensuring students had access to a wide range of courses and necessary technology, including Chromebooks and online platforms. This action supported consistent participation in the instructional program and contributed to increased engagement and assessment participation, as reflected in Metric 1.2.

Action 1.7 – EFFECTIVE
Action 1.7 (Effectively Designed Curriculum) was effective in providing standards-aligned, rigorous curriculum through Edmentum and Subject.com. This ensured students had access to appropriate coursework aligned to state standards, supporting progress toward credit completion and graduation, as reflected in Metric 1.8.

Action 1.8 – EFFECTIVE
Action 1.8 (Graduation Support and Credit Completion) was effective in increasing student graduation outcomes and supporting progress toward diploma completion. As of April 30, 2026, there were 224+ graduates during the 2025–26 school year, representing an increase of 87+ graduates from the baseline total of 137.

The effectiveness of this action is reflected in Metric 1.8, which demonstrates that the program exceeded its annual graduation target of 150 students. This increase is attributed to the coordinated support provided by teachers, the paraprofessional, the English language tutor, the Student Support Advocate, the Career Navigator, and guidance counselors, who consistently monitored student progress and provided targeted interventions to support credit completion.

Action 1.9 – EFFECTIVE
Action 1.9 (Analyzing Data to Improve Instruction) was effective in supporting instructional improvement through ongoing professional learning and data analysis. Teachers used assessment and progress monitoring data to inform instruction, contributing to improved student performance and increased assessment participation, as reflected in Metric 1.2.

Action 1.10 – EFFECTIVE
Action 1.10 (Additional CTE Courses) was effective in expanding student access to career pathways and increasing student engagement. These opportunities supported student motivation and connection to school, contributing to persistence and progress toward graduation, as reflected in Metric 1.8.

Action 1.11 – EFFECTIVE (LREBG-FUNDED)
Action 1.11 (Intensive Intervention for EL and RS Students), supported with LREBG funds, was effective in providing targeted academic and social-emotional supports for identified student groups. The continuation of Mental Health Clinician services and targeted interventions contributed to improved student engagement, persistence, and overall student stability. (LREBG funds = $3,438.00)

The effectiveness of this action is reflected in both Metric 1.2 (increased engagement and participation) and Metric 1.8 (improved graduation outcomes).

Action 1.12 – EFFECTIVE
Action 1.12 (Proper Maintenance of Facilities) was effective in maintaining safe and functional learning environments. This is evidenced by the school receiving a “good repair” classification on the most recent Facilities Inspection Tool (FIT) report, with zero identified deficiencies. This ensured that facilities supported uninterrupted instructional delivery and student access to learning environments.

Modified Implementation: NA

Non-Implemented Actions: NA

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

NA - actions align to the goals and implementation has shown to be effective.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teachers to be appropriately assigned	All teachers continue to be appropriately assigned in the subject areas they teach and 100% of students continue to have access to standards-aligned curriculum through Edmentum and Subject.com.	$355,105.00	Yes
1.2	Online Curriculum	The program will continue implementation of an online curriculum that is CCSS aligned.	$1,543,970.00	Yes
1.3	Home Contact to decrease drop out rate	Teaching, counseling, and office staff will continue staying in regular contact with students through email and phone to help decrease the student dropout rate.	$220,731.00	Yes
1.5	Assurance of instruction and feedback	Site administrative staff will regularly visit teachers and review online curriculum to assure implementation of CCSS instruction/materials and will provide timely and confidential feedback.	$610,171.00	Yes
1.6	Full student access to wide range of courses. Chromebooks for all.	Students will continue to have access to the full and wide range of CBK approved Edmentum courses. Including access to Chromebooks.	$1,595,361.00	Yes
1.7	Effectively designed curriculum	The teachers will use and design instruction effective for students to achieve Common Core standards and the students will use CCSS aligned curriculum and materials on a daily basis.	$352,022.00	Yes
1.8	Intervention Courses	Appropriate intervention courses, aligned for achievement of CCSS, will be available and students requiring targeted instruction will be assigned to complete these courses as appropriate.	$41,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Analyzing data to improve instruction training	The staff will receive additional training on how to analyze data for the purpose of improving instruction.	$5,500.00	No
1.10	Additional CTE Courses	Additional CTE courses will be developed and/or made available to students with the intent to provide them with job skills and make them more career ready upon completion of their high school diploma.	$228,944.00	No
1.11	Intensive intervention for EL and RS students	Teachers with special populations of students will receive ongoing extra training in the areas of differentiated instruction, English Language Development, and research based strategies.	$431,748.00	Yes
1.12	Proper maintenance of facilities.	Physical site conditions will continue to be maintained and assessed annually using the Facilities Inspection Tool and any needed repairs will be made promptly.	$219,883.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will participate in a rigorous and relevant academic program. The LEA expects consistent positive growth toward county average scores in all significant student subgroups (foster youth, English learners, students with disabilities, and socioeconomically disadvantaged students). Additionally, Stanislaus County Alternative Charter will ensure that intervention and support programs such as courses to increase literacy, language, and math skills are utilized for targeted instruction for students with such needs.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA feels it is important that the environment be engaging, inclusive and communicative in order for learning to become an intrinsic and life long function.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase in number of students using the Study Sync educational ELL curriculum.	Study Sync Educational ELL Curriculum was introduced in 2023-24. Teachers and students used this minimally. in the Fall semester of 2023, one of 19 EL students accesed Study Sync	Curently we have 32 identified EL students. O of them have accessed the Study Sync ELL curriculum.	Currently CBK has 29 identified EL students. Of the 29 EL students, 0 of them are using Study Sync ELL curriculum.	Increase overall usage of the Study Sync ELL Curriculum by 10 students.	The current number of EL students participating in the usage of Study Synch ELL curriculum dropped from 1 to 0 students.
2.2	Number of graduates per year	2023/24 Results - 137	CBK had 107 graduates during	CBK had 159 graduates during	150 CBK graduates per year	The number of graduates has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the Fall semester of 2024. The second CBK graduation of the 2024/25 school year will take place in May of 2025.	the Fall semester of the 2025 term. The second CBK graduation of the 2025/2026 school year in Spring had 84+ graduates, Total for 2025/2026 was 243+ graduates.		increased. As of April 30th, 2026, there were 243+ graduates in the 25/26 school year. An increase of 106+ graduates from the baseline total of 137 in 2023/2024.
2.3	Post graduate survey completion	2023/24 Results - 96 graduates in fall of 2023 and 32% completed the survey.	As of 1-13-25, 89 out of 107 graduates have completed the post graduate survey. This is an 89% participation rate.	As of the end of April 2026, 168 out of 224 graduates have completed the post graduate survey. This is a 75% participation rate. This is 79 more students then 2024/2025.	10% increase in participation.	96 students completing the graduate survey was the baseline in 2023/2024. This year we had 168 students out of 224 students complete the survey, which is 75% of our graduates. This is a 43% increase when compared to the baseline set in 2023/2024.
2.4	Bi monthly professional development training agenda/sign in participation	2023/24 sign in sheets - 100% participation	All teachers participate in bi monthly professional developement training.	All teachers participate in the bi-monthly professional development training.	100% teacher participation in Professional Development	No difference: All teachers participated in bi-monthly Professional Learning Teams and Professional Learning Communities.

Goal Analysis [2025-26]

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

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

Successful Implementation:

During the 2025–26 school year, the LEA was able to carry out the majority of actions associated with Goal 2 as planned. Action 2.1 (Study Sync EL Curriculum Access) was implemented, with 29 identified English Learner students. While direct use of the Study Sync EL curriculum was not observed, English Learner students were supported through the use of Subject curriculum, which provides integrated language supports, video-based instruction, and 24/7 tutoring access. These features allowed students to engage in standards-aligned coursework while receiving embedded language development support within the independent study model.

Action 2.2 (Graduation Outcomes) was successfully implemented, with strong results. CBK had 159 graduates during the Fall semester of 2025, and is projected to reach 224+ total graduates for the 2025–26 school year following the Spring graduation. Spring graduation data shows 66+ graduates for the 2025/2026 semester. This reflects continued progress toward meeting and exceeding the annual graduation target.

Action 2.3 (Post-Graduate Survey Completion) was implemented, with 168 out of 224 graduates completing the post-graduate survey as of April 2026, resulting in a 75% participation rate. This represents an increase of 79 students compared to the 2024–25 school year and reflects improved efforts to collect postsecondary outcome data and student feedback. While this demonstrates strong progress, not all graduates completed the survey, which continues to limit the comprehensiveness of postsecondary outcome data.

Action 2.4 (Professional Development Participation) was implemented, with 100% of teachers participating in bi-monthly professional development and Professional Learning Team (PLT) meetings. This consistent participation supported ongoing instructional improvement, including strategies to support English Learners within the independent study setting.

Implementation Challenges:

While actions were largely implemented as planned, the LEA experienced some implementation limitations. For Action 2.1 (Study Sync EL Curriculum Access), although 29 English Learner students were identified, none were actively utilizing the Study Sync EL curriculum during the 2025–26 school year. Instead, English Learner students primarily accessed supports through the Subject curriculum, which provided embedded language supports, video instruction, and 24/7 tutoring. While this approach supported student access and engagement, it reflects a shift from the originally intended use of Study Sync EL-specific resources.

Student engagement and participation in targeted supports and follow-up activities continued to be influenced by the independent study model and the varying life circumstances of CBK students, including work obligations, family responsibilities, and housing instability. Despite these limitations, the LEA continued to implement all actions and adjust strategies to improve student access, engagement, and outcomes.

Modified Implementation - NA

Non-implemented Actions - NA

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.

Expenditure Differences:

2.1 – LREBG funds were strategically utilized to expand extended learning opportunities and mental health services, directly supporting student access to credit completion, graduation progress, and social-emotional stability.

2.2 – Additional expenditures were aligned to support increased graduation outcomes, including recognition opportunities and student incentives that contributed to engagement and persistence through completion.

2.3 – Additional expenditures supported post-graduate outcomes, including increased efforts in survey collection, student follow-up, and data tracking to improve participation rates and capture postsecondary outcomes.

2.4 – Additional expenditures were allocated to support professional development and instructional strategies, ensuring 100% teacher participation in bi-monthly professional learning and ongoing instructional improvement.

2.5 – Additional expenditures were allocated to expand teacher training and instructional supports, including strategies to support English Learners within the independent study model.

2.6 – LREBG funds supported mental health and wellness services, including the Mental Health Clinician, strengthening student access to counseling, intervention, and external referrals, and contributing to improved engagement and stability.

2.7 – Actual costs for continued teacher technology training were lower than projected, resulting in a positive variance.

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

Successful Implementation:

Action 2.1 – PARTIALLY EFFECTIVE
Action 2.1 (Study Sync EL Curriculum Access) was partially effective in supporting English Learner students. While 29 English Learner students were identified during the 2025–26 school year, none actively utilized the Study Sync EL curriculum. Instead, students accessed the Subject curriculum, which provided embedded language supports, video-based instruction, and 24/7 tutoring.

The effectiveness of this action is partially reflected in Metric 2.1, as English Learner students had access to standards-aligned curriculum with integrated supports; however, the intended increase in Study Sync EL usage was not met, resulting in this action being classified as partially effective.

Action 2.2 – EFFECTIVE
Action 2.2 (Graduation Outcomes) was effective in increasing the number of graduates. CBK had 159 graduates during the Fall semester of 2025 and is projected to reach 224 total graduates for the 2025–26 school year following the Spring graduation. This reflects continued progress toward meeting and exceeding the annual graduation target.

The effectiveness of this action is reflected in Metric 2.2, which demonstrates that the program is on track to exceed its annual target of 150 graduates. This increase is attributed to coordinated academic monitoring, counseling services, and workforce development opportunities that supported student progress toward graduation.

Action 2.3 – PARTIALLY EFFECTIVE
Action 2.3 (Post-Graduate Survey Completion) was partially effective in increasing student participation in post-graduate surveys. As of April 2026, 168 out of 224 graduates completed the survey, resulting in a 75% participation rate. This represents an increase of 79 students compared to the 2024–25 school year.

The effectiveness of this action is reflected in Metric 2.3, showing improved participation and stronger data collection; however, because not all graduates completed the survey, the data remains incomplete, resulting in this action being classified as partially effective.

Action 2.4 – EFFECTIVE
Action 2.4 (Professional Development Participation) was effective in ensuring consistent teacher participation in professional learning. During the 2025–26 school year, 100% of teachers participated in bi-monthly professional development, including Professional Learning Teams (PLTs) and Professional Learning Communities (PLCs).

The effectiveness of this action is reflected in Metric 2.4, which shows full participation and ongoing implementation of instructional strategies aligned to the independent study model.

Action 2.5 – EFFECTIVE
Action 2.5 (Professional Learning and Instructional Supports) was effective in supporting teachers' ability to monitor student progress and implement instructional strategies aligned to the independent study model. Ongoing professional learning opportunities strengthened instructional practices and contributed to improved student engagement and academic monitoring.

The effectiveness of this action is reflected across program outcomes, including improved graduation outcomes as noted in Metric 2.2 and increased engagement in instructional practices.

Action 2.6 – EFFECTIVE (LREBG-FUNDED)
Action 2.6 (Mental Health Clinician Services), supported in part through LREBG funding, was effective in providing critical social-emotional and behavioral supports to students. Students had continued access to the Mental Health Clinician, who provided counseling, intervention, and referrals to outside agencies. (LREBG funds = $128,738.00)

The effectiveness of this action is reflected in improved student engagement, persistence, and overall stability, contributing to positive outcomes such as increased graduation outcomes (Metric 2.2) and sustained participation in the instructional program.

Action 2.7 – EFFECTIVE
Action 2.7 (Teacher Technology Training) was effective in supporting ongoing professional development related to instructional technology. While actual costs for continued teacher technology training were lower than projected, resulting in a positive variance, training opportunities were maintained and continued to support teachers in effectively utilizing digital tools within the independent study model.

The effectiveness of this action is reflected in Metric 2.4, which demonstrates 100% teacher participation in professional development, including integration of technology to support instruction, student engagement, and academic monitoring. The ability to sustain training while operating below projected costs reflects efficient use of resources and continued alignment to program goals.

Modified Implementation - NA

Non-implemented Actions - NA

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

LREBG funds were embedded into Action 2.1 to support expanded services. In addition, Action 2.8 was added to reflect the use of LREBG funds for student supports and services.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Development of additional CTE courses	LEA will continue to expand the CTE courses available for students.	$273,757.00	No
2.2	Positive recognition opportunities	Students will receive incentives for completing a predetermined amount of credits and for completing state mandated testing and local surveys.	$38,168.00	No
2.3	Website and Social Media to promote CBK program	To ensure proper promotion of the CBK program	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Documents translated	To better serve the diverse student populations, communications will be translated into Spanish.	$1,000.00	Yes
2.5	Teacher training	Teachers will be trained on how to use more differentiated instruction, collaborative, and group activities for instruction.	$18,551.00	Yes
2.6	Mental Health, drug/alcohol Support	The Mental Health Clinician with support from the Administrator and whole staff, will implement activities to address obstacles to learning such as drug/alcohol addition and mental health issues.	$169,002.00	Yes
2.7	Continued teacher tech training.	Teachers will continue to be trained on extensions and tools to use to help students be successful completing the online curriculum with 21st Century Skill Sets.	$10,026.00	No
2.8	LREBG-Funded Student Supports	LREBG funds will be used to expand student services by delivering extended learning opportunities, coordinated mental health and wellness supports, and data-informed supplemental interventions to increase student engagement, persistence, and progress toward graduation.	$559,109.46	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	LEA expects students to be prepared for success in today's global society, including a rigorous high school education, development of career skills, building character for citizenship, and overall student wellbeing.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA feels that being prepared for all aspects of life is a necessary skill and that the school supports the students holisticaly in the development of these skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase in the number of students graduating and continuing to college, technical/trade school, military service, or other post-secondary institutions,	Results from Grad Survey: 14% Enrolled in community college	Currently 39 ouf of 107 or 36% of graduates are enrolled in post-secondary education.	Currently 109 students out of 168 or 64% students that responded to graduation survey are enrolled in a post secondary education.	5% increase in graduates enrolling in post-secondary education.	A total of 64% of graduates who responded to the post-graduate survey reported enrollment in post-secondary education, representing a 50 percentage point increase from the 2023–24 baseline of 14%. This significant growth reflects improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						postsecondary planning supports and increased student transitions into education beyond high school.

Goal Analysis [2025-26]

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

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

Successful Implementation:

During the 2025–26 school year, the LEA was able to implement actions associated with Goal 3 as planned. Action 3.1 (Postsecondary Access and FAFSA Completion) was implemented through the coordinated efforts of the Career Navigator and Student Support Advocate, who worked directly with graduating students to support completion of the FAFSA and application to post-secondary institutions. These efforts increased student access to financial aid resources and postsecondary pathways, contributing to improved college and career readiness outcomes.

As reflected in Metric 3.1, 109 out of 168 graduates who responded to the graduate survey (64%) reported enrollment in post-secondary education. This represents a 50 percentage point increase from the 2023–24 baseline of 14%, demonstrating significant growth in postsecondary transitions and improved outcomes for graduating students.

Implementation Challenges:

While Action 3.1 was implemented as planned, the LEA experienced challenges related to post-graduation follow-up and data collection. Due to the independent study model and the unique circumstances of CBK students, including mobility and changes in contact information, some graduates were difficult to reach after graduation. This limited the ability to ensure completion of FAFSA applications and to fully capture postsecondary enrollment data for all graduates.

Despite these challenges, the LEA continued to strengthen follow-up systems and supports to improve post-graduate tracking and student engagement, contributing to increased survey participation and improved reporting of postsecondary outcomes.

Modified Implementation – NA

Non-implemented Actions – NA

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.

Expenditure Differences:

3.1 - increased expenditures were due to expanded CTE class opportunities in financial literacy and workforce readiness.

3.3 - Actual costs for career navigator services were lower than projected, resulting in a positive variance.

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

Successful Implementation:

Action 3.1 – EFFECTIVE
Action 3.1 (Postsecondary Access and Enrollment) was effective in increasing the number of students applying to and attending post-secondary institutions. The continued proactiveness of the Career Navigator and Student Support Advocate in meeting with students and providing targeted support contributed to increased student engagement in postsecondary planning and application processes.

The effectiveness of this action is reflected in Metric 3.1, which demonstrates growth in student participation in postsecondary applications and enrollment. These outcomes are attributed to consistent outreach, individualized support, and intentional guidance provided to students as they transition beyond high school.

Action 3.3 – EFFECTIVE
Action 3.3 (Career Navigator Services) was effective in supporting postsecondary access and planning for students. While actual costs for career navigator services were lower than projected, resulting in a positive variance, services were maintained and continued to provide targeted support to students in completing FAFSA applications and accessing postsecondary opportunities.

The effectiveness of this action is reflected in Metric 3.1, which demonstrates increased student participation in postsecondary applications and enrollment. The ability to maintain service levels while operating under projected costs reflects efficient use of resources and sustained program impact.

Implementation Challenges:

Action 3.1 – While progress was made, the LEA continues to experience challenges with student participation from satellite sites. Variability in student engagement and access to consistent in-person support at these locations impacted the ability to fully implement postsecondary planning supports across all sites.

Modified Implementation: NA

Non-implemented Actions: NA

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE	Additional CTE Standards aligned courses will be further developed and available for students with the intent to provide them with job skills and make them career ready and provide incentive for completing a HS diploma.	$851,525.00	No
3.3	Career Navigator	The career navigator will continue to offer services of assisting with filling out FAFSA applications and seeking enrollment in college/vocational institutions after high school graduation.	$151,451.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	LEA will actively engage students in activities that both connect them to each school's learning environment as well as provide opportunities for input about their education. Students will build strong, positive relationships at schools and in the community by becoming actively engaged in activities both inside and outside the classroom. Extra effort will be made to ensure EL students, foster youth, students with disabilities, and socioeconomically disadvantaged students are included.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA strives to maintain focus on positive engagement to support the success of all students inside and outside the classroom. .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Improved student engagement and attendance participation by providing child care onsite	2023/24 child care usage - 89 students registered and use the onsite child care center regularly	In 2024/25, 70 students have used the child care center a total of 247 times.	In 2025/2026, 52 students used the childcare center a total of 273 times.	10% increase in student participation in the onsite child care program.	During the 2025–26 school year, 52 unduplicated students utilized the childcare center a total of 273 times. This reflects a decrease in the number of individual students served compared to 2024–25, when 70 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						accessed the childcare center; however, total usage increased from 247 to 273 visits. This indicates that while fewer students utilized the service, those who did relied on it more frequently, demonstrating increased consistency of use and continued need for childcare support to access instructional services.
4.2	Improve student attendance rate.	2023/24 results - Attendance at CBK is 89% average	Attendance at CBK is currently at 83.92% for the fall semester of 2024. New legislation, AB 176, was passed that updated Independent Study attendance accounting. Attendance percentage has decreased during this transition period.	Attendance for CBK in 2025/2026 was at 88% when this was written in mid April.	Increase attendance average by 2%.	Student attendance ended at 88% which is 1% below the baseline percent established in 2023/2024. We did increase attendance when compared to 2024/2025 by 4%.

Goal Analysis [2025-26]

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

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

Successful Implementation:

During the 2025–26 school year, the LEA was able to implement actions associated with Goal 4 as planned. Action 4.1 (Child Care Center) continued to be a successful support within the CBK program, providing students with access to on-site childcare during instructional time. In 2025–26, 52 unduplicated students utilized the childcare center a total of 273 times. While this reflects a decrease in the number of individual students served compared to 70 students in 2024–25, total usage increased from 247 to 273 visits. This trend indicates that students who accessed the service did so more consistently, demonstrating increased reliance on childcare supports to attend independent study appointments and participate in on-site CTE opportunities.

Overall student attendance reflects the impact of these coordinated supports. Attendance for CBK during the 2025–26 school year attendance was approximately 88% at the time of reporting in mid-April 2026, representing an increase of approximately 4% compared to the Fall 2024 rate of 83.92%. This improvement demonstrates strengthened attendance monitoring systems, staff outreach, and the continued effectiveness of support structures designed to increase student engagement and participation.

Implementation Challenges:

While actions were largely implemented as planned, the LEA experienced challenges related to changes in attendance accounting and student academic engagement. During the Fall semester of 2024, attendance was 83.92%, which was influenced by the implementation of new legislation, AB 176, that updated Independent Study attendance accounting practices. This transition period resulted in a temporary decrease in reported attendance as systems and expectations were adjusted.

Additionally, changes to academic engagement expectations implemented in November 2024 resulted in some students experiencing difficulty adjusting to the new structure, contributing to a temporary decline in attendance. Although attendance has improved to 88% during the 2025–26 school year, it remains slightly below the 89% baseline established in 2023–24. This highlights the need for continued refinement of engagement strategies and ongoing support to ensure consistent student participation within the independent study model.

Modified Implementation: NA

Non-Implemented Actions: NA

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.

Expenditure Differences:

4.1 – The expenditure variance reflects the implementation and continued operation of the child care center and art Teacher On Special Assignment, which supported increased student engagement and access to services.

4.2 - No expenditures were required for this action.

4.3 - No expenditures were required for this action.

4.4 - Actual costs for attendance supports were lower than projected, resulting in a positive variance.

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

Successful Implementation:

Action 4.1 – EFFECTIVE
Action 4.1 (Child Care Center) was effective in supporting student attendance and engagement. During the 2025–26 school year, 52 unduplicated students utilized the childcare center a total of 273 times. While fewer students accessed the service compared to 70 students in 2024–25, total usage increased from 247 to 273 visits, indicating more frequent and consistent use among participating students. The availability of the childcare center during school hours, along with the support of two child care center assistants, provided students with access to reliable childcare, allowing them to attend independent study appointments and participate in on-site CTE opportunities.

This is reflected in Metric 4.1, which demonstrates sustained utilization of the childcare center and increased frequency of use, contributing to improved access to instructional services.

Action 4.2 – PARTIALLY EFFECTIVE
Action 4.2 (Attendance and Engagement Supports) was partially effective in maintaining student attendance. Attendance for CBK during the 2025–26 school year was 88% at the time of reporting, representing an increase of approximately 4% compared to the Fall 2024 rate of 83.92%. While attendance improved over time, it remained slightly below the 89% baseline established in 2023–24, because attendance improved but did not meet the 89% baseline, this action is classified as partially effective.

The effectiveness of this action is reflected in Metric 4.2, which shows that although attendance declined during the transition period associated with changes to attendance accounting and academic engagement expectations, ongoing staff efforts supported recovery and improved student participation.

Action 4.3 – EFFECTIVE
Action 4.3 (Program Supports and Services) was effective in supporting overall student engagement and access to services. No additional expenditures were required for this action, as existing staff and systems were utilized to provide supports aligned to student needs within the independent study model.

The effectiveness of this action is reflected across program outcomes, including sustained student participation and alignment of supports that contributed to improved attendance trends and student engagement.

Action 4.4 – EFFECTIVE
Action 4.4 (Attendance Support Services) was effective in supporting student attendance while operating below projected costs, resulting in a positive variance. Attendance supports were maintained through efficient use of resources and continued staff efforts to monitor student progress and engagement.

The effectiveness of this action is reflected in Metric 4.2, demonstrating that attendance supports contributed to improved attendance outcomes from 83.92% in Fall 2024 to 88% during the 2025–26 school year, while also reflecting efficient allocation of resources.

Implementation Challenges:

While actions were implemented as planned, the LEA experienced challenges related to changes in attendance accounting and student academic engagement. The implementation of new attendance requirements resulted in a temporary decline in attendance during the Fall 2024 semester. Additionally, adjustments to academic engagement expectations implemented in November 2024 created challenges for some students as they adapted to the new structure.

Although attendance improved over time, it remains slightly below the 89% baseline established in 2023–24, highlighting the need for continued monitoring, targeted supports, and refinement of engagement strategies to ensure consistent student participation across all program components.

Modified Implementation: NA

Non-Implemented Actions: NA

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

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Positive Supports	Site staffs will create and administer regularly occurring positive recognition and support activities for students	$47,287.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Website presence	Website Development and maintenance, mailings, and brochures.	$500.00	No
4.3	Translations	Translations of documents and communications mailed home, staff making extra calls and contact with foster youth and student living in homeless sheters for events and activities; activities to engage families with the schools specifically to enhance success in school for these special populations	$6,712.00	Yes
4.4	Attendance Support	Site will utilize all available resources available to make home visits, calls, and referrals for students with attendance issues or at risk of being dropped.	$46,287.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1918903	$216429

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
30.482%	0.000%	$0.00	30.482%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teachers to be appropriately assigned **Need:** **Scope:** Schoolwide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Online Curriculum **Need:** Identified groups require access to online curriculum **Scope:** Schoolwide	Edmentum provides online curriculum that provides all coursework to all students	Course completion
1.3	**Action:** Home Contact to decrease drop out rate **Need:** Reduce drop out of identifed student groups **Scope:** Schoolwide	Maintain school to home communication, encourage and support student groups through challenges to avoid dropping out	Drop out rate
1.5	**Action:** Assurance of instruction and feedback **Need:** Fidellity in curriculum and assignments for all students **Scope:** Schoolwide	Consistent and equitable instruction	Course completion
1.6	**Action:** Full student access to wide range of courses. Chromebooks for all. **Need:**	Equitable access for identified students	1:1 device inventory

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chromebooks to access curriculum and resources **Scope:** Schoolwide		
1.7	**Action:** Effectively designed curriculum **Need:** Meet varied needs of student learners with effective instructional strategies **Scope:** Schoolwide	Provides students appropriate instruction	Course completion
1.8	**Action:** Intervention Courses **Need:** Remediation courses for subgroups **Scope:** LEA-wide Schoolwide	Intervention courses and para professional may assist the subgroup students who may need assistance in EL, Math, or other subjects.	Assesments/Exact Path
1.11	**Action:** Intensive intervention for EL and RS students **Need:** Assesment **Scope:**	Properly assessed students will get the proper assistance from their teacher/Para	Assessment/Study Sync/Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.4	**Action:** Documents translated **Need:** Translation **Scope:** LEA-wide Schoolwide	Translation services will assist non English or limited English speaking students	Translated Documents
2.5	**Action:** Teacher training **Need:** Need for differentiated instruction **Scope:** LEA-wide Schoolwide	Students in the subgroups will recieve scaffolded and supplmental instruction.	Assessment scores/Dashboard
2.6	**Action:** Mental Health, drug/alcohol Support **Need:** Mental Health Support **Scope:** LEA-wide Schoolwide	Students who feel safe and connected perform better at school. Clinicians will provide support to the students and sites to assist students in their mental health and give student/sites behavioral support. Ongoing PD/training for staff will be provided.	Climate Survey, refferal data, counselor/clinician data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** LREBG-Funded Student Supports **Need:** Unduplicated pupils (English Learners, Foster Youth, and Low-Income students) are performing below standard in ELA and Math and require additional targeted academic support. **Scope:**	This action provides targeted interventions, extended learning opportunities, and support services to improve ELA and Math outcomes for unduplicated pupils. It is implemented schoolwide to ensure equitable access and allow for flexible, timely support based on student need.	Effectiveness will be measured by Exact Path diagnostic performance (percent at/above the 50th percentile), course completion and credit attainment, attendance rates, and graduation progress.
4.3	**Action:** Translations **Need:** Translation **Scope:** LEA-wide Schoolwide	To assist limited English Speakers	Student Surveys

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,295,201	1918903	30.482%	0.000%	30.482%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,424,836.46	$215,923.00	$0.00	$142,951.00	$7,783,710.46	$6,013,221.46	$1,770,489.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teachers to be appropriately assigned	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Stanislaus County Alternative Charter		$343,449.00	$11,656.00	$355,105.00				$355,105.00	
1	1.2	Online Curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$1,348,635.00	$195,335.00	$1,500,441.00	$16,088.00		$27,441.00	$1,543,970.00	
1	1.3	Home Contact to decrease drop out rate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$217,731.00	$3,000.00	$202,343.00			$18,388.00	$220,731.00	
1	1.5	Assurance of instruction and feedback	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$606,421.00	$3,750.00	$602,911.00	$2,944.00		$4,316.00	$610,171.00	
1	1.6	Full student access to wide range of courses. Chromebooks for all.	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$1,290,994.00	$304,367.00	$1,558,761.00	$19,305.00		$17,295.00	$1,595,361.00	
1	1.7	Effectively designed curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			$348,022.00	$4,000.00	$346,449.00	$2,329.00		$3,244.00	$352,022.00	
1	1.8	Intervention Courses	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$38,400.00	$3,500.00	$34,871.00	$2,663.00		$4,366.00	$41,900.00	
1	1.9	Analyzing data to improve instruction training	All	No			Specific Schools: Stanislau		$0.00	$5,500.00	$1,500.00	$1,500.00	$0.00	$2,500.00	$5,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							s County Alternative Charter									
1	1.10	Additional CTE Courses	All	No			Specific Schools: Stanislaus County Alternative Charter		$228,944.00	$0.00	$228,944.00	$0.00	$0.00	$0.00	$228,944.00	
1	1.11	Intensive intervention for EL and RS students	English Learners	Yes	LEA-wide School wide	English Learners			$385,965.00	$45,783.00	$404,771.00	$5,438.00		$21,539.00	$431,748.00	
1	1.12	Proper maintenance of facilities.	All	No			Specific Schools: Stanislaus County Alternative Charter		$0.00	$219,883.00	$219,883.00	$0.00	$0.00	$0.00	$219,883.00	
2	2.1	Development of additional CTE courses	All	No			Specific Schools: Stanislaus County Alternative Charter		$0.00	$273,757.00	$273,757.00	$0.00	$0.00	$0.00	$273,757.00	
2	2.2	Positive recognition opportunities	All	No			Specific Schools: Stanislaus County Alternative Charter		$33,918.00	$4,250.00	$2,250.00	$35,918.00	$0.00	$0.00	$38,168.00	
2	2.3	Website and Social Media to promote CBK program	All	No			All Schools Specific Schools: Stanislaus County Althernaive Charter		$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	2.4	Documents translated	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$0.00	$1,000.00	$500.00	$0.00	$0.00	$500.00	$1,000.00	
2	2.5	Teacher training	English Learners Foster Youth Low Income	Yes	LEA-wide School	English Learners Foster Youth			$18,051.00	$500.00	$18,551.00	$0.00	$0.00	$0.00	$18,551.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					wide	Low Income										
2	**2.6**	Mental Health, drug/alcohol Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			$167,502.00	$1,500.00	$29,492.00	$129,738.00	$0.00	$9,772.00	$169,002.00	
2	**2.7**	Continued teacher tech training.	All	No			Specific Schools: Stanislaus County Alternative Charter		$9,026.00	$1,000.00	$10,026.00	$0.00	$0.00	$0.00	$10,026.00	
2	**2.8**	LREBG-Funded Student Supports	All	No			All Schools Specific Schools: Stanislaus County Alternative Charter	Ongoing	$559,109.46	$0.00	$559,109.46				$559,109.46	
3	**3.1**	CTE	All	No			Specific Schools: Stanislaus County Alternative Charter		$169,817.00	$681,708.00	$851,525.00	$0.00	$0.00	$0.00	$851,525.00	
3	**3.2**						Specific Schools: Stanislaus Alternative Charter									
3	**3.3**	Career Navigator	All	No			Specific Schools: Stanislaus County Alternatve Charter		$150,451.00	$1,000.00	$151,451.00				$151,451.00	
4	**4.1**	Positive Supports	All	No			Specific Schools: Stanislaus County Alternative Charter		$45,287.00	$2,000.00	$30,492.00	$0.00	$0.00	$16,795.00	$47,287.00	
4	**4.2**	Website presence	All	No			Specific Schools: Stanislaus County Alternativ		$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e Charter									
4	**4.3**	Translations	English Learners	Yes	LEA-wide School wide	English Learners			$6,212.00	$500.00	$6,712.00	$0.00	$0.00	$0.00	$6,712.00	
4	**4.4**	Attendance Support	All	No			Specific Schools: Stanislaus County Alternative Charter		$45,287.00	$1,000.00	$29,492.00	$0.00	$0.00	$16,795.00	$46,287.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,295,201	1918903	30.482%	0.000%	30.482%	$5,060,907.00	0.000%	80.393 %	**Total:**	$5,060,907.00
								LEA-wide Total:	$494,897.00
								Limited Total:	$0.00
								Schoolwide Total:	$5,060,907.00

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**	Teachers to be appropriately assigned	Yes	Schoolwide	English Learners Foster Youth Low Income		$355,105.00	
1	**1.2**	Online Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,500,441.00	
1	**1.3**	Home Contact to decrease drop out rate	Yes	Schoolwide	English Learners Foster Youth Low Income		$202,343.00	
1	**1.5**	Assurance of instruction and feedback	Yes	Schoolwide	English Learners Foster Youth Low Income		$602,911.00	
1	**1.6**	Full student access to wide range of courses. Chromebooks for all.	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,558,761.00	
1	**1.7**	Effectively designed curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income		$346,449.00	
1	**1.8**	Intervention Courses	Yes	LEA-wide Schoolwide	English Learners Foster Youth		$34,871.00	

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 (%)
					Low Income			
1	1.11	Intensive intervention for EL and RS students	Yes	LEA-wide Schoolwide	English Learners		$404,771.00	
2	2.4	Documents translated	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$500.00	
2	2.5	Teacher training	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$18,551.00	
2	2.6	Mental Health, drug/alcohol Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$29,492.00	
4	4.3	Translations	Yes	LEA-wide Schoolwide	English Learners		$6,712.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,590,331.00	$1,925,894.17

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**	Online Curriculum	Yes	$222,358.00	$208,623.00
1	**1.2**	Edmentum Exact Path Assesments Data		$36,972.00	$398,339.14
1	**1.3**	Home Contact to decrease drop out rate	Yes	$222,889.00	$90,362.99
1	**1.5**	Assurance of instruction and feedback	Yes	$235,303.00	$19,256.87
1	**1.6**	Full student access to wide range of courses. Chromebooks for all.	Yes	$235,490.00	$286,978.38
1	**1.7**	Effectively designed curriculum	Yes	$296,701.00	$11,098.11
1	**1.8**	Intervention Courses	Yes	$43,594.00	$21,488.52
1	**1.9**	Analyzing data to improve instruction training	No		$12,444.57
1	**1.10**	Additional CTE Courses	No		$0
1	**1.11**	Intensive intervention for EL and RS students	Yes	$162,305.00	$0
1	**1.12**	Proper maintenance of facilities.	No	$243,110.00	$153,508.83

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Development of additional CTE courses	No	$51,303.00	$46,626.48
2	2.2	Positive recognition opportunities	No	$5,847.00	$8,519.65
2	2.3	Website and Social Media to promote CBK program	No	$1,811.00	$23,573.20
2	2.4	Documents translated	Yes	$500.00	$1,045.98
2	2.5	Teacher training	Yes	$174,044.00	$75,266.77
2	2.6	Mental Health, drug/alcohol Support	Yes	$203,332.00	$18,917.48
2	2.7	Continued teacher tech training.	No	$0.00	$2,916.67
3	3.1	CTE	No	$62,975.00	$232,834.51
3	3.3	Career Navigator	No	$123,921.00	$0
4	4.1	Positive Supports	No	$120,881.00	$108,347.52
4	4.2	Website presence	No	$500.00	$8,750.00
4	4.3	Translations	Yes	$500.00	$0
4	4.4	Attendance Support	No	$145,995.00	$196,995.50

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,146,319	$1,399,745.00	$2,991,448.92	($1,591,703.92)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Online Curriculum	Yes	$215,304.00	$2,167,081.39		
1	1.3	Home Contact to decrease drop out rate	Yes	$222,889.00	$178,596.92		
1	1.5	Assurance of instruction and feedback	Yes	$58,826.00	$19,243.09		
1	1.6	Full student access to wide range of courses. Chromebooks for all.	Yes	$104,615.00	$285,000.00		
1	1.7	Effectively designed curriculum	Yes	$296,701.00	$57,997.96		
1	1.8	Intervention Courses	Yes	$43,594.00	$84.70		
1	1.11	Intensive intervention for EL and RS students	Yes	$162,305.00	$91,233.32		
2	2.4	Documents translated	Yes	$500.00	$880.98		
2	2.5	Teacher training	Yes	$108,741.00	$75,003.57		
2	2.6	Mental Health, drug/alcohol Support	Yes	$185,770.00	$116,326.99		
4	4.3	Translations	Yes	$500.00	$0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,302,999	1,146,319	0%	26.640%	$2,991,448.92	0.000%	69.520%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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