LCFF Budget Overview for Parents

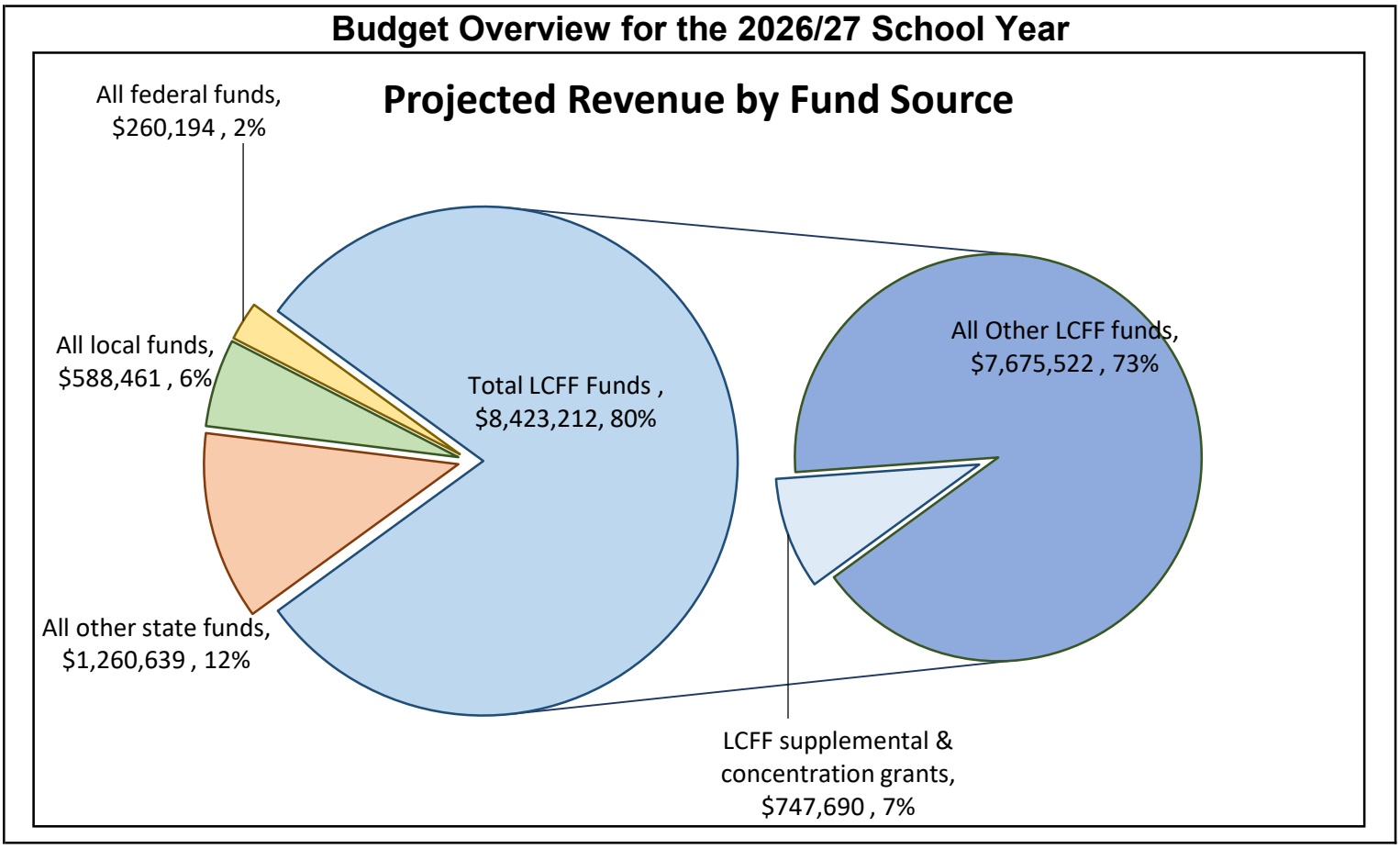
Local Educational Agency (LEA) Name: CORE Charter School

CDS Code: 58727286115935

School Year: 2026/27

LEA contact information: Chris Mahurin, Executive Director cmahurin@corecharter.org (530) 742-2786

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).

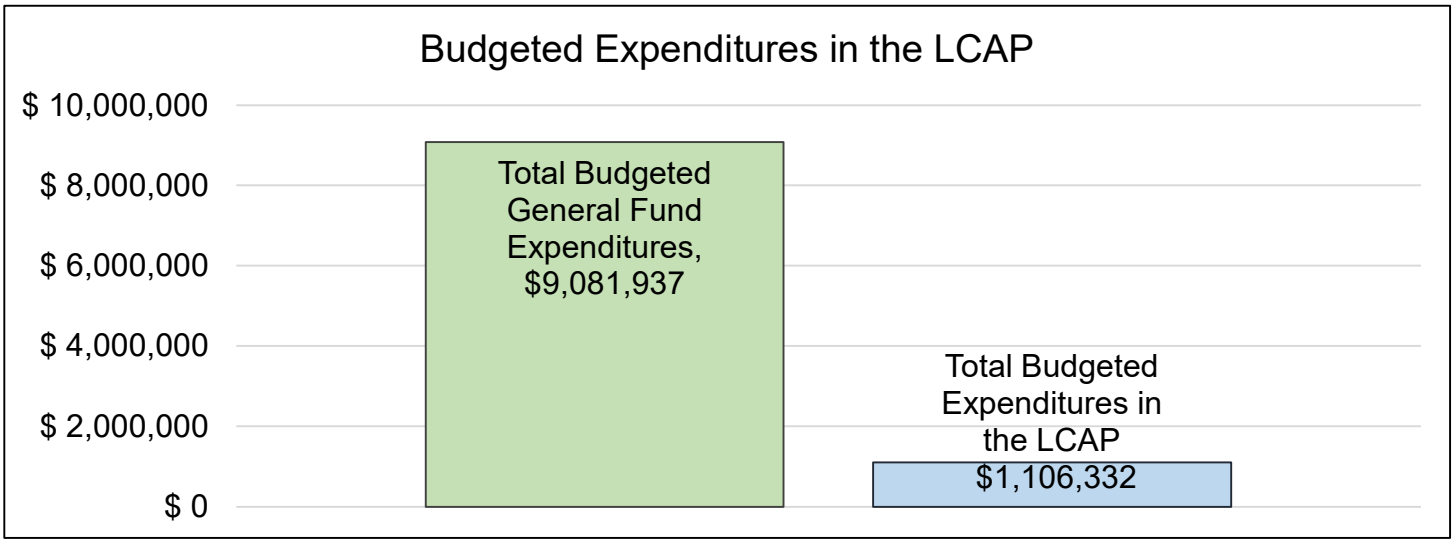


This chart shows the total general purpose revenue CORE Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CORE Charter School is $10,532,506.00, of which $8,423,212.00 is Local Control Funding Formula (LCFF), $1,260,639.00 is other state funds, $588,461.00 is local funds, and $260,194.00 is federal funds. Of the $8,423,212.00 in LCFF Funds, $747,690.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much CORE 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: CORE Charter School plans to spend $9,081,937.00 for the 2026/27 school year. Of that amount, $1,106,332.00 is tied to actions/services in the LCAP and $7,975,605.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

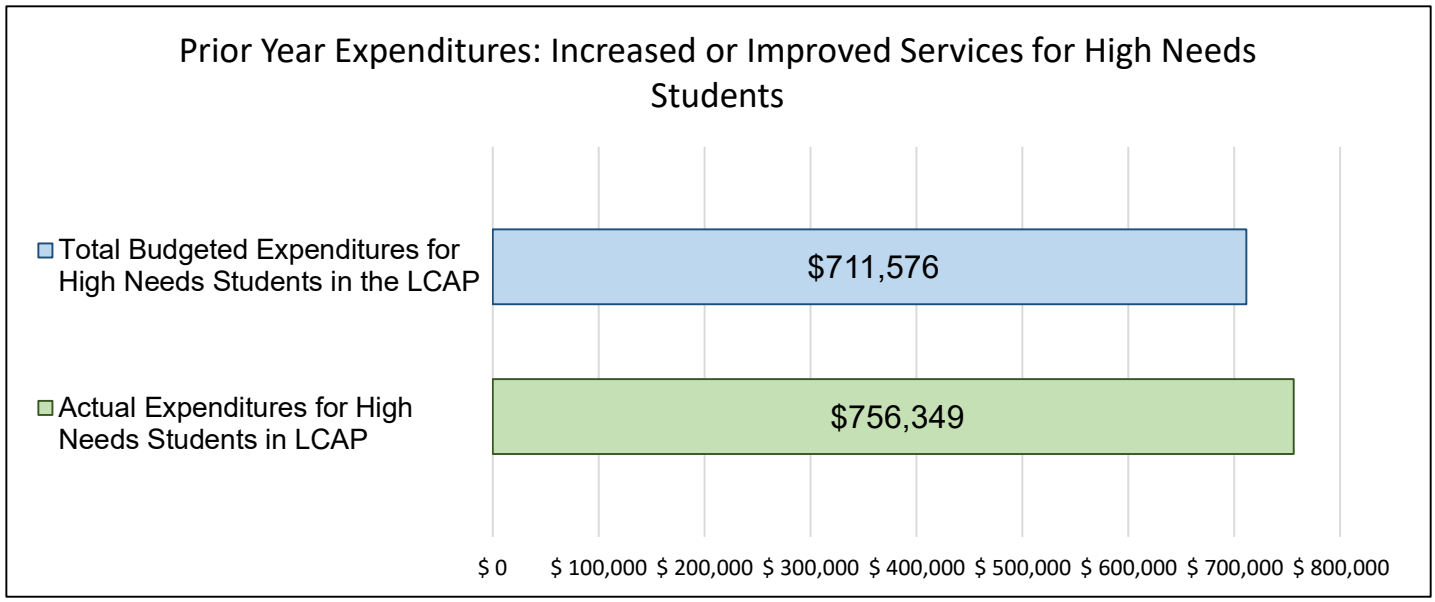
Salaries and benefits, administrative costs, facilities and maintenance, supplies, special education, and general operating expenses.

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

In 2026/27, CORE Charter School is projecting it will receive $747,690.00 based on the enrollment of foster youth, English learner, and low-income students. CORE Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. CORE Charter School plans to spend $747,690.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what CORE 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 CORE 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, CORE Charter School's LCAP budgeted $711,576.00 for planned actions to increase or improve services for high needs students. CORE Charter School actually spent $756,349.00 for actions to increase or improve services for high needs students in 2025/26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CORE Charter School	Chris Mahurin Executive Director	admin@corecharter.org (530) 742-2786

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.

CORE Charter School, situated in Marysville's small agricultural community, provides an educational model to over 550 TK-12 students who prefer not to be in a traditional setting. We embrace all student groups: 48.76% Socioeconomically Disadvantaged, 5% English learners, 14.71% Students with Disabilities, and 0.66% Homeless. CORE utilizes the independent study/Personalized Learning approach to ensure that students have an opportunity to plan for and reach their goals in meaningful ways for them.

Parents and students, together with a certificated Personalized Learning Teacher (PLT), design the learning plan. The PLT utilizes assessment information and guides students and parents through individualized curriculum and learning modes, sets learning goals and monitors progress. The Personalized Learning model is independent study based but utilizes flexible options to meet the needs and goals of each student. Options include in-person classes, workshops, labs, tutoring, and clubs at the Lakeside Resource Center. In addition, field trips, special events and classes and activities in the community are also available as options, extending education beyond the traditional classroom walls.

Parent involvement is vital to the success of the program, from governance to one-on-one interaction leading toward student achievement. Students participate in developing their own learning process through varied learning environments, programs, and technology opportunities.

Our approach encourages students to be highly involved in the educational process, thereby becoming college and career ready. CORE families make significant sacrifices to support their students in their studies at home. A parent might take a second job so that another can study side by side with the student. A grandparent might step in to supervise learning hours. These adults may study the lessons well in advance in order to get the most from learning time. Transporting students to and from the Lakeside Resource Center (LRC) for support makes an additional time commitment.

Many of our students are inclined toward academics and want to pursue an accelerated path toward a chosen career field. They do this by taking A-G college prep courses and/or attending dual enrollment courses, both of which encourage deeper learning beyond the curriculum. Some students engage in academic competitions, student conferences, as well as subject themselves to research within their academic interests.

Many of our students want to take advantage of the flexibility CORE provides to learn a skill or a trade. These students find themselves partnering with businesses in the community for on-the-job training, instruction by an expert, or as part of one of the CTE pathways CORE

and the community offer. The community has always welcomed CORE students and is "raising" skilled citizens to someday return the service.

Many of our students have found that coping with pressures in conventional settings impedes their potential learning. They may experience anxiety or even depression. But when students are free to learn in a personal way and to be themselves in the safety of their home or the LRC, they discover new interests, abilities and growing confidence. They may also find an ability to relate to others such that they have not yet experienced.

Reflections: Annual Performance

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

The LCAP development process includes a reflection on annual progress based on the California School Dashboard (Dashboard), local data, and educational partner input. Our review included all significant student groups, including Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English learners (EL).

Goal 1:

The 2025 Dashboard reports that 47.6% of all high school students completed at least one CTE pathway, an increase from 46.7% in 2024. CTE pathway completion increased most notably for SED students (+11.7) and SWD (+20) (Metric 1.2), indicating that expanded pathways, internships, and career exploration opportunities increased student participation in career-aligned programs because students had greater access to flexible, interest-based learning experiences connected to postsecondary goals.

A CALPADS reporting issue impacted both the Graduation Rate and the College and Career Indicator. The 2025 Dashboard reported a decline in the graduation rate from 88.3% in 2024 to 16.7% (Metric 1.7), resulting in the All Students and White student groups being identified at the Red (Very Low) performance level. However, this reported decline does not reflect actual student outcomes. Locally verified data indicate a graduation rate of 97.6% for all students and 95.6% for SED students. This represents an increase of 9.3 percentage points for all students compared to 2024 and an increase of 11.8 points for SED students. Similarly, the College and Career Indicator was reported at 4.8% down from 53.3% in 2024 (Metric 1.8) however, locally corrected data indicate the actual College and Career Indicator rate was 40.47%. CORE Charter School is working to ensure future CALPADS submissions accurately reflect student outcomes and postsecondary readiness measures.

Goal 1 focused on expanding career readiness and college preparedness through Dual Enrollment, career assessment and research, and increased access to CTE pathways and internships. Additional supports included science lab classes, summer boot camps, and high school counseling focused on graduation requirements, college and financial aid, and ongoing monitoring of student progress and credit recovery. (Actions 1.1 Career Readiness, 1.2 College Preparedness, 1.3 High School Counselor)

These actions strengthened monitoring systems by providing structured progress reviews, counselor oversight, and pathway planning processes, which increased student access to college and career pathway opportunities. Career readiness outcomes improved, including increases in CTE pathway completion for All students, SED students, and SWD students. However, increased access did not yet result in improved completion of A–G requirements, completion of both A–G coursework and CTE pathways or increased Dual Enrollment participation. A performance gap also remains between All students and the SED student group, as SED students are not completing A–G coursework or participating in college pathways at the same rates. These findings indicate that while access and pathway participation

improved, additional targeted academic intervention, progress monitoring, and counseling supports are needed to address barriers impacting college readiness completion outcomes, particularly for SED students.

Goal 1 will be maintained in the 2026/27 LCAP with continued emphasis on career readiness and college preparedness. Based on analysis of the 2025/26 data, actions were refined to strengthen alignment between A–G coursework and CTE pathways, improve early identification of students not on track for graduation or college eligibility, expand structured internship and certification opportunities, and increase Dual Enrollment participation through additional guidance, scheduling support, family outreach, and targeted interventions for SED students. Future efforts will focus on increasing completion of both college and career readiness pathways while strengthening supports that improve student access, participation, and completion outcomes. (Goal 1, Actions 1.1, 1.2, 1.3)

Goal 2:

State assessment results from the 2025 Dashboard show mixed outcomes across student groups. In ELA, All and White student groups declined one performance level, while SED improved from Low (Orange) to Medium (Yellow) and SWD improved from Very Low (Red) to Medium (Yellow). In Math, All and White remained at Low (Orange), while SED improved to Medium (Yellow) and SWD improved from Very Low (Red) to Low (Orange). All student groups performed at High (Green) in Science.

Achievement gaps between the All student and Socioeconomically Disadvantaged student groups narrowed from 2024 to 2025 in both ELA and Math. Based on Dashboard Distance from Standard data, the ELA gap decreased from 25.3 points in 2024 to 3.6 points in 2025. In Math, the gap decreased from 26.6 points in 2024 (All Students 58.2 points below standard; SED 84.4 points below) to 13.3 points in 2025 (All Students 57.2 points below; SED 70.5 points below). CAASPP results show a similar pattern in the percentage of students meeting or exceeding standard. In ELA, SED students increased from 40.87% (2024) to 46.15% (2025), while All students declined from 52.99% to 47.64%, reducing the gap to 1.49 percentage points. In Math, the percentage of students meeting or exceeding standard remained below standard for both groups (All: 25.45%; SED: 18.88%), with the gap narrowing slightly from 8.66 to 6.57 percentage points.

Educational partner feedback remained positive. Student reports of receiving needed support increased from 93% (2025) to 98.36% (2026). Parent ratings of programs as very effective declined from 75% (2024) to 62.7% (2026), while “somewhat effective” increased from 21.88% to 32.6%, indicating strong access but a shift in perceived effectiveness.

Parent engagement and communication improved. Reports of meaningful opportunities to monitor progress increased from 79.59% (2024) to 93.9% (2026), and feedback on assessment results increased from 72.92% to 91.5%. These increases reflect expanded communication and progress monitoring systems because more parents reported receiving timely and actionable information.

English Learners represent a small percentage of enrollment; data for this group was reviewed but is not reported separately where minimum group size requirements were not met.

Goal 2 actions strengthened data use, intervention systems, and instructional alignment. Staff used multiple data sources to guide instruction, and supports included small group instruction, tutoring, online intervention programs, expanded paraeducator services, and targeted supports for students with disabilities. (Actions 2.1-2.3) These actions improved outcomes for SED students and SWD and reduced achievement gaps because students received increased targeted instructional time, individualized support, and more consistent intervention services. However, results were not consistent across all groups and content areas. While achievement gaps narrowed and some student groups demonstrated growth, ELA declined for some groups and Math outcomes remained below standard for all student groups, indicating that current interventions and supports have not yet produced sustained academic improvement for all students.

Goal 2 will be maintained in the 2026/27 LCAP with a continued focus on strengthening academic achievement and intervention systems. Based on analysis of the 2025/26 data, actions were refined to strengthen real-time progress monitoring, improve early identification of students needing support, expand targeted math interventions aligned to identified skill gaps, and clarify intervention entry, adjustment, and exit criteria. Additional emphasis will be placed on differentiated supports for SWD, EL, and other student groups not consistently demonstrating growth. Future efforts will focus on using ongoing student performance data to adjust instruction and intervention services in order to improve academic growth and reduce achievement gaps across student groups. (Actions 2.1-2.3)

Goal 3:

Data reflects a strong and positive school climate. Educational partner feedback indicates that CORE continues to provide a welcoming and supportive environment. In 2026, all parents (100%) reported that the school is friendly and welcoming, compared to 89.33% in 2025. Similarly, 99% of parents indicated that they are kept informed about school events, an increase from 93.33% in 2025. All parents also reported that staff and teachers support their child's social-emotional well-being, up from 78.67% in 2025. Parent satisfaction remained high, with 94.67% reporting a valuable experience, compared to 89% in 2025. In addition, 98.5% of parents indicated they would recommend CORE to others compared to 96% in 2025. Students also reported strong perceptions of safety and belonging. In 2026, 98.61% of students indicated they feel safe and able to be themselves at school, compared to 91.2% in 2025.

In the 2025/26 school year, actions focused on strengthening communication, family engagement, and social-emotional supports. The CORE website was enhanced to serve as a resource hub for families, and social media was used to regularly communicate and celebrate successes. Parent supports included training videos and a Parent-Educator Conference with over 90 attendees. Social-emotional supports were expanded through Care Solace services, SEL-focused professional development, anxiety support groups, and suicide prevention training. Health and wellness were also promoted through ongoing awareness activities. These actions contributed to strong school connectedness and positive perceptions of school climate because students and families received increased access to communication, wellness resources, and social-emotional supports.

Despite these positive outcomes, Chronic Absenteeism increased from 2.3% in 2024 to 3.7% in 2025 for all K–8 student groups on the 2025 Dashboard. Suspension rates also increased, though they remain low overall (All: 0.6%, +0.5 percentage points; SED: 0.6%, +0.3 percentage points; SWD: 1.8%, +1.8 percentage points), indicating a need to strengthen proactive behavioral and attendance supports because increases in absenteeism and suspensions show that current supports are not consistently preventing disengagement for all students. Actions in Goal 3 will be maintained in the 2026/27 LCAP with a continued focus on sustaining a positive school climate and strengthening student engagement. Based on analysis of the 2025/26 data, actions will be refined to strengthen attendance and engagement monitoring, increase targeted outreach and meetings with families, improve early identification of students demonstrating disengagement, and provide additional academic support sessions for students at risk of chronic absenteeism. Future efforts will prioritize reducing chronic absenteeism, strengthening proactive behavioral supports, and increasing targeted outreach to families to improve student connectedness and consistent participation.

The following 2025 Dashboard data further reflects the trends described above:

English Language Arts (ELA)

- All: 7.1 points below standard, declined 3
- SED: 10.7 points below standard, increased 18.7
- SWD: 61.1 points below standard, increased 30.8

Math
- All: 57.2 points below standard, maintained 1.1
- SED: 70.5 below standard, increased 14.3
- SWD: 114.2 points below standard, increased 26.7

Chronic Absenteeism (Grades K-8)
- All: 3.7%, increased 1.4%
- SED: 4.3%, increased 0.7%
- SWD: 3%, declined 1.2%

Suspension Rate
- All: 0.6%, increased 0.5%
- SED: 0.6%, increased 0.3%
- SWD: 1.8%, increased 1.8%

Learning Recovery and Emergency Block Grant (LREBG)

CORE Charter School has LREBG funds available for the 2026–27 school year. LREBG-funded services are included in Goal 2, Action 2.2 Academic Intervention.

The 2025 California School Dashboard indicates that all student groups remain in the Low performance level in Mathematics. While achievement gaps decreased compared to 2024, the school's needs assessment confirmed that additional academic support is needed in both ELA and Mathematics, particularly for students performing in the Low and Very Low performance levels.

To address these needs, CORE Charter School will provide evidence-based academic intervention through tutoring, small-group instruction, targeted intervention, and structured academic supports. The U.S. Department of Education publication Raise the Bar: Strategies to Improve Student Achievement identifies High-Dosage Tutoring as an evidence-based practice associated with improved student outcomes. CORE's intervention plan includes small group instruction, targeted intervention, and structured academic supports designed to provide additional instructional time, targeted feedback, and skill development aligned to identified learning gaps.

These services align with allowable uses of LREBG funds related to accelerating progress to close learning gaps through evidence-based learning supports and academic intervention. The school's needs assessment did not identify chronic absenteeism as a significant area of need requiring LREBG-funded services.

The effectiveness of these actions will be monitored using:
• M.2.4 Dashboard ELA and Mathematics
• M.2.5 CAASPP ELA and Mathematics

LREBG Funds: $100,000

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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.

We annually review surveys from parents, staff, and students to gather feedback and guide continuous improvement. Our Parent Club meets monthly with staff participation to support information gathering, collaborative planning, and activity coordination. Student groups including Associated Student Body (ASB) and Middle School Leadership promote student voice and involvement. The Charter Council, composed of students, staff, and parents, meets quarterly and receives regular updates from school leadership, including review of CAASPP results and other school programs. Our Governing Board, which includes parent and community representatives, provides additional input and oversight. Teaching staff, administration, Charter Council, Governing Board, and the sponsoring district school board all participate in the annual review of the LCAP and development of goals and actions.

At CORE Charter School, we are committed to promoting a positive culture with the active involvement of all educational partners in fostering student success. Our motto, "Personalized Learning for Student Success," is a testament to our commitment to every stakeholder, underlining their value in our collective effort.

In addition to surveys and schoolwide meetings, CORE used goal-specific committees to gather input on LCAP implementation and future actions. Staff participated in the Assessment and Intervention Committee, Wellness/SEL Committee, and College/Career Committee to review data, discuss progress, identify barriers, and recommend updates for the 2026–27 LCAP. These committee discussions helped ensure that feedback was gathered across academic achievement, student support, school climate, and college/career readiness areas. Input from these groups informed refinements to intervention systems, social-emotional supports, parent communication, CTE pathways, dual enrollment, and progress monitoring.

CORE also collaborates with community and industry partners including Yuba County Office of Education, Yuba College, Beale AFB, the Dual Enrollment Consortium led by Sutter County Office of Education, the American Indian Education Program, the City of Marysville, Cooper Energy Systems, the Northern California Aerospace Initiative, and Yuba Water Agency. These partners provide ongoing input related to CTE pathways, dual enrollment, certifications, internships, and work-based learning opportunities, helping ensure programs remain aligned with regional workforce needs, postsecondary expectations, and community priorities. This input is reflected in the development and refinement of LCAP actions.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Survey: February-March 2026 Staff Meetings: August 5-6, 2025, September 9, 2025, November 4, 2025, January 13, 2026, April 7, 2026. Discussed progress and updates on actions; Shared survey responses and got input on goals and actions. All staff, classified and certificated. We have committees (made up of certificated and classified staff) for each goal. Assessment and Intervention Committee Meetings: September 23, 2025; November 18, 2025; March 24, 2026 We reviewed progress on the 2025/26 LCAP goals and actions, reviewed state and local assessment data and surveys, reviewed progress on intervention programs, and got input on possible updates to goals and actions for the 2026/27 LCAP. Wellness (SEL) Committee: 9/23/25; 10/28/25; 11/18/25; 3/24/26; LCAP Goals & Actions; input on possible updates to actions for the 2026/27 LCAP College/Career Committee: 9/23/25; 10/28/25; 11/18/25; 3/24/26; LCAP Goals & Actions; input on possible updates to actions for the 2026/27 LCAP Leadership Training Group (open to all staff): April 2026 we shared the draft goals and actions and got input.
Principals & Administrators	Leadership Team: We have weekly meetings and during two meetings per month we discussed progress on the 2025/26 LCAP goals and actions, reviewed state and local assessment data and surveys, and got input on draft goals and actions for the 2026/27 LCAP.

Parents	Survey: February 2026 Meetings: Parent Club: January 9, 2026; February 20, 2026; April 10, 2026;Parents were invited to the May 2026 Charter Council Meeting for the Draft LCAP presentation and discussion.
Students	Survey: February 2026; our ASB members are part of our PAC. Student position on Charter Council with LCAP review quarterly.
Charter Council & Parent Advisory Committee (PAC)	Charter Council Meeting and open to parents (we had representation from parents of SWD, EL, and SED): May 2026 we shared the draft 2026/27 LCAP for input.
ELAC/DELAC	N/A
SELPA	Joint Meeting of Superintendents and Operations Councils (Yuba County SELPA) April 22, 2026

Insert or delete rows, as necessary.

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

Educational partner feedback directly influenced the development and refinement of the 2026/27 LCAP goals and actions. Surveys, Parent Club meetings, Charter Council discussions, student leadership groups, committees, and community partnerships identified priorities related to academic achievement, intervention supports, communication, student engagement, and college and career readiness.

Feedback from families and staff regarding ongoing achievement gaps and the need for stronger academic supports influenced refinements to Goal 2, Actions 2.1 and 2.2, including earlier identification of students needing intervention, targeted Math interventions, stronger progress monitoring systems, and expanded academic intervention supports. Parent feedback emphasizing the need for support with independent study and learning at home influenced Goal 3, Action 3.2 through expanded parent education resources and parent-teacher meetings focused on academic support strategies and student engagement.

Educational partners also emphasized the importance of increasing college and career readiness opportunities. This feedback influenced Goal 1, Action 1.1 through expansion of CTE pathways, internships, certifications, employability skill development, career exploration opportunities, and increased support for Dual Enrollment participation. Feedback related to graduation planning, college readiness, and academic monitoring influenced Goal 1, Action 1.3, including strengthened A–G oversight, progress monitoring, counseling supports, and alignment of credit recovery options to A-G requirements. Input from community and industry partners also informed internships, work-based learning opportunities, certifications, dual enrollment opportunities aligned with workforce and postsecondary expectations.

Feedback regarding student wellness, connectedness, and disengagement influenced Goal 3 actions related to social-emotional supports, attendance monitoring, targeted outreach, and intervention supports for students at risk of chronic absenteeism.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students have College Preparation and/or Career Technical Educational (CTE) Programs access so they have a wide array of postsecondary options.	Broad

State Priorities addressed by this goal.

Priorities: 4B, 4C, 4D, 4G, 4H, 5D, 5E, 8

An explanation of why the LEA has developed this goal.

We are maintaining this goal to address inconsistent and, in some cases, declining outcomes in college and career readiness. 2025 results show that 7.14% of graduates met UC/CSU A–G requirements for All students, SED, and SWD, reflecting declines of −12.46, −14.7, and −9.1 percentage points from baseline (Metric 1.1). This indicates that students are not consistently completing coursework required for college eligibility. Career readiness outcomes improved during the same period. CTE pathway completion increased by +12.8 percentage points for all students, +16.9 for SED, and +28.5 for SWD (Metric 1.2). However, in 2025 4.76% of students completed both A–G coursework and a CTE pathway, representing a −3.14 percentage point decline from baseline (Metric 1.3). This indicates students are not yet graduating both college and career-ready.

A CALPADS reporting issue impacted both the Graduation Rate and the College and Career Indicator. The 2025 Dashboard reported a decline in the graduation rate from 88.3% in 2024 to 16.7% (Metric 1.7), resulting in the All Students and White student groups being identified at the Red (Very Low) performance level. However, this reported decline does not reflect actual student outcomes. Locally verified data show a graduation rate of 97.6% for all students and 95.6% for SED students. This represents an increase of 9.3 percentage points for all students compared to 2024 and an increase of 11.8 percentage points for SED students.

This goal will be maintained because, while progress has been made in career readiness, college readiness outcomes remain low and inconsistent. The actions will continue with a focus on increasing A–G completion, expanding Dual Enrollment, strengthening counseling and progress monitoring, and supporting students, especially SED students, in completing both A–G coursework and CTE pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.1	Priority 4B: Pupil Achievement Percentage of graduates meeting UC and CSU A-G requirements. Source: Dashboard Additional Reports	2023 Dashboard 19.6% All 14.7% SED 9.1% SWD	2024 Dashboard 28.3% All 18.9% SED No Data SWD	2025 Dashboard 0% All 0% SED 0% SWD Actual Corrected 7.14% All 0% SED 0% SWD	2026 Dashboard 24.6% All 29.7% SED 14% SWD	Percentage Points -19.6 All -14.7 SED -9.1 SWD *Difference reflects reported Dashboard data; see note in Annual Progress about CALPADS error* Actual Corrected -12.46 All -14.7 SED -9.1 SWD
M.1.2	Priority 4C: Pupil Achievement Percentage of graduates completing a Career Technical Education (CTE) Pathway Source: Dashboard Additional Reports	2023 Dashboard 34.8% All 35.3% SED 18.2% SWD	2024 Dashboard 46.7% All 40.5% SED 26.7% SWD	2025 Dashboard 47.6% All 52.2% SED 46.7% SWD	2026 Dashboard 41.8% All 42% SED 25% SWD	Percentage Points +12.8 All +16.9 SED +28.5 SWD
M.1.3	Priority 4D: Pupil Achievement Percentage of graduates who have successfully completed A-G coursework AND a CTE Pathway Source: Dashboard Additional Reports	2023 Dashboard 10.9% All 11.8% SED 9.1% SWD	2024 Dashboard 21.7% All 13.5% SED No Data SWD	2025 Dashboard 0% All 0% SED 0% SWD Actual Corrected 4.76% All 0% SED 0% SWD	2026 Dashboard 15.9% All 16.8% SED 14% SWD	Percentage Points -10.9 All -11.8 SED -9.1 SWD *Difference reflects reported Dashboard data; see note in Annual Progress about CALPADS error* Actual Corrected -3.14 All -11.8 SED -9.1 SWD
M.1.4	Priority 4G: Pupil Achievement Percentage of pupils who have passed an advanced placement test with a score of 3 or higher Source: Dashboard Additional Reports	2023 Dashboard We do not have AP classes at this time.	2024 Dashboard We do not have AP classes at this time.	2025 Dashboard We do not have AP classes at this time.	2026 Dashboard We do not have AP classes at this time.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.5	Priority 4H: Pupil Achievement Percentage of pupils who demonstrate college preparedness as assessed in the Early Assessment Program (EAP) Source: CAASPP	2023 CAASPP 11th Graders ELA: 66.07% All 64.28% SED Math: 53.57% All 53.57% SED Science: 57.14% All 57.14% SED	2024 CAASPP 11th Graders ELA: 59.52% All 33.33% SED Math: 21.42% All 5.56% SED Science: 41.47% All 22.22% SED	2025 CAASPP 11th Graders ELA: 64.44% All 70.00% SED Math: 31.12% All 25.00% SED Science: 44.44% All 45.00% SED	2026 CAASPP 11th Graders ELA: 71% All 69% SED Math: 58% All 58% SED Science: 62% All 62% SED	Percentage Points ELA: -1.63 All +5.72 SED Math: -22.45 All -28.57 SED Science: -12.7 All -12.14 SED
M.1.6	Priority 5D: Pupil Engagement Percentage of students who drop out of high school before graduation Source: CALPADS	EOY 2023 8.7%	EOY 2024 0%	EOY 2025 2.4%	EOY 2026 <5%	Percentage Points -6.3
M.1.7	Priority 5E: Pupil Engagement High School Graduation Rate Source: Dashboard	2023 Dashboard 91.3%	2024 Dashboard 88.3% All 83.8% SED	2025 Dashboard 16.7% All 6.7% SED Actual Corrected 97.6% All 95.6% SED	2026 Dashboard Maintain >90% All >85% SED	Percentage Points -74.6 All -77.1 SED *Difference reflects reported Dashboard data; see note in Annual Progress about CALPADS error* Actual Corrected +6.3 All +11.8 SED
M.1.8	Priority 8: Pupil Outcomes College/Career Indicator Source: Dashboard	2023 Dashboard 44.4% All 39.4% SED	2024 Dashboard 53.3% All 48.6% SED	2025 Dashboard 4.8% All 0% SED Actual Corrected 40.47% All 35.39% SED	2026 Dashboard 50% All 50% SED	Percentage Points -39.6 All -39.4 SED *Difference reflects reported Dashboard data; see note in Annual Progress about CALPADS error* Actual Corrected -3.93 All -4.01 SED

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.9	Priority 8 Pupil Outcomes Percentage of high school seniors enrolled in at least one dual enrollment class during their 9th-12th grade years. Source: Student Information System (SIS)	April 2024 25%	April 2025 23.15%	April 2026 22.64%	April 2027 ≥40%	Percentage Points -2.36
M.1.10	Priority 8 Pupil Outcomes Percentage of high school students participating in at least one CTE Pathway. Source: SIS	February 2024 67.86%	February 2025 63.54%	February 2026 62.55%	February 2027 ≥75%	Percentage Points -5.31

Goal Analysis for 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.

We were successful in the implementation of the actions in Goal 1.

The Early College Pathway in partnership with Yuba College and the regional Dual Enrollment Consortium was clearly established and communicated to families. Counseling 10 and 25 are now offered in person as planned. Dual Enrollment infrastructure was strengthened through a designated paraeducator who provides academic monitoring and Canvas navigation support, and an August workshop was held to increase family awareness and access. Videography and Entrepreneurship pathways launched in 2025–26, and a new College/CTE Exploration course for 8th grade students was implemented. Forestry and Commercial Drone instructors received industry training to support internship development, expanding real-world learning opportunities. Staff attended the Education for Careers Conference to support continued program development. Professional development on Dual Enrollment, graduation requirements, a–g pathways, CTE pathways, and the Early College Pathway was delivered during staff and grade band meetings. (Actions 1.1Career Readiness and Action 1.2 College Preparedness)

At the August Staff Meetings, we held PD related to updated high school graduation requirements; CTE Pathways review; UC A-G Course Pathway review; Early College Pathway; and Pathful Explore. Our HS Counselor actively worked with PLTs monitoring grades and graduation progress addressing any credit recovery needed. (Action 1.3 High School Counselor)

There were no substantive differences between planned and actual actions. Current challenges relate primarily to data availability and reporting timelines rather than implementation barriers.

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.

Estimated actual expenditures for Goal 1 were $283,102 compared to budgeted expenditures of $272,637, resulting in an increase of $10,465. The variance was primarily due to higher-than-anticipated personnel costs required to employ and retain qualified staff necessary to implement Goal 1 actions and provide planned services to students. While expenditures for Action 1.2 were lower than budgeted, these savings were offset by increased expenditures in Actions 1.1 and 1.3. Overall, expenditures remained aligned with the goal's intended outcomes and supported the continued implementation of planned services.

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

Goal 1 actions focused on college preparation and career readiness and were partially effective in improving career readiness outcomes and student persistence, but they have not yet resulted in improved college readiness completion outcomes.

Action 1.1 expanded CTE pathways, Dual Enrollment supports, career exploration (Pathful), internships, and introduced an 8th-grade exploration course. This action is effective in increasing CTE pathway completion (M.1.2), with graduates completing a pathway rising from 34.8% (2023 baseline) to 47.6% in 2025 (+12.8), including stronger gains for SED (+16.9) and SWD (+28.5) students. Completion of both A–G and CTE (M.1.3) remains below baseline (-10.9), indicating that while pathway access increased, alignment with A–G completion is still developing. Dual Enrollment (M.1.9) participation declined slightly (25% to 22.64%) despite expanded infrastructure, suggesting that access has improved but enrollment has not yet increased because additional outreach and scheduling supports are needed.

Overall, this action was effective in expanding career pathway completion, particularly for unduplicated pupils, with continued focus needed on Dual Enrollment participation and A–G/CTE alignment.

Action 1.2 focused on Dual Enrollment expansion and staff professional learning on college pathways. Outcomes are mixed but improving. EAP results (M.1.5) show: ELA (-1.63 All; +5.72 SED), Math (-22.45 All; -28.57 SED), and Science (-12.7 All; -12.14 SED) compared to baseline. While Math and Science remain below baseline, 2025 results show recovery from prior declines, particularly in Math. Improvement in ELA for SED students indicates progress in closing gaps because coursework alignment and expanded access better support college-ready skills.

Overall, this action demonstrates emerging effectiveness, with upward trends but continued need for targeted improvement, especially in Math.

Action 1.3 strengthened A–G monitoring, graduation planning, parent education, and credit recovery systems. A–G completion (M.1.1) remains below baseline (-19.6), and A–G/CTE completion has not yet improved, indicating that recently implemented systems have not yet impacted graduating cohorts. However, dropout rates improved significantly (8.7% to 2.4%) (M.1.6), demonstrating effectiveness because increased monitoring, credit recovery, and counselor oversight addressed barriers to persistence. Reported declines in graduation rate (M.1.7) and College/Career Indicator (M.1.8) are attributed to CALPADS reporting errors rather than program performance.

While participation and completion of CTE pathways increased, these improvements have not yet translated into increased completion of both A–G coursework and CTE pathways. Because several college readiness indicators remain below baseline despite expanded access and supports, actions associated with Goal 1 will be refined to provide earlier intervention, stronger A–G monitoring, targeted SED supports, and increased Dual Enrollment access and participation.

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.

Action 1.1 was refined to expand CTE pathway opportunities, strengthen employability skill development, increase structured internship and certification opportunities, and improve progress monitoring and alignment between CTE pathways and A–G coursework. This change was made because, while CTE pathway completion improved for all students and student groups, completion of both A–G coursework and CTE pathways remained below baseline and Dual Enrollment participation declined. Additional structures were added to improve alignment between college and career readiness pathways and strengthen long-term student preparation and participation outcomes.

Action 1.2 was refined to strengthen Dual Enrollment participation supports through individualized guidance, prerequisite planning, family outreach, scheduling support, and participation monitoring. This change was made because Dual Enrollment participation declined despite expanded access and infrastructure, indicating that additional supports are needed to reduce barriers limiting student participation and improve college readiness outcomes.

Action 1.3 was refined to strengthen A–G monitoring systems, increase early identification of students off track for graduation or college eligibility, and provide targeted academic and counseling supports for SED students and other students needing additional intervention. This change was made because A–G completion and completion of both A–G coursework and CTE pathways remained below baseline, indicating that stronger progress monitoring, earlier intervention, and more targeted supports are needed to improve college readiness outcomes and ensure students remain on track for graduation and postsecondary opportunities.

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	Career Readiness	Career Readiness ● Make Dual Enrollment Counseling 10 and 25 recommended and available to all high school students through both on-campus and asynchronous online formats ● Expand Career Assessment and Research Program (Pathful) for students in grades 8–12 ● Provide professional development for key staff supporting college and career readiness ● Staff will attend the Education for Careers Annual Conference ● Provide paraeducator support for Dual Enrollment monitoring and student follow-up ● Provide Canvas navigation support and liaison services for additional guidance ● Continue implementation of a Senior Awards Night to recognize student achievement in A–G completion, CTE pathway completion, and advanced capstone projects ● Develop a consistent sequence of employability skills across all CTE pathways, including professionalism, communication, collaboration, resumes, portfolios, and mock interviews. CTE Pathway Expansion ● Expand CTE pathways by adding Marketing and online Computer Science Pathway ● Expand CTSO leadership opportunities (FCCLA, FFA,) ● Expand student-driven, project-based learning across pathways, including development of pathway-specific websites and digital portfolios integrated into the CORE website ● Begin to develop a structured and sustainable internship model through partnerships by engaging with educational and career agencies including Yuba County Office of Education, workforce development programs, and One Stop Career Centers, creating repeatable internship opportunities for students ● Continue and expand 8th-grade exploratory course introducing available CTE pathways to all 8th grade students. The course will use a team-teaching model with CTE teachers and Special Education staff to ensure access, engagement, and meaningful participation for all students. ● Explore additional industry-recognized certification opportunities connected to CTE pathways, including a paraeducator certification option for Child Development students. Potentially this will be in partnership with the Yuba County Office of Education. Progress Monitoring ● Strengthen alignment between CTE pathways and A–G coursework ● Use progress monitoring and four-year plan reviews to ensure students remain on track for college and career readiness, including completion of A–G coursework and CTE pathways.	$70,023	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	College Preparedness	Dual Enrollment expansion • Expand Dual Enrollment Consortium and Concurrent Enrollment offerings by providing individualized guidance, prerequisite planning, scheduling support, family outreach, and participation monitoring to reduce barriers limiting student enrollment. • Professional Development for all staff related to Dual Enrollment	$15,105	No
1.3	High School Counselor	College & Career Preparation • Provide PD for teachers on UC/CSU requirements, Dual Enrollment, CTE pathways, and Career Certifications • Offer parent education on Pathful career exploration and the financial aid process • Promote the 4-year graduation plan with more college and career options High School Graduation Support System • Provide staff training on using the Student Information System to improve monitoring of graduation progress and communication with students and families. • Work with PLTs to monitor grades and credits for all high school students • Monitor student progress toward graduation and meet with freshmen and seniors to review graduation status, four-year plans, and postsecondary options. • Provide access to credit recovery including summer support A-G Identification and Support System: • Provide A-G oversight to ensure students are enrolled in appropriate coursework for college eligibility • Review student progress each grading period to identify students early who are off track for A–G completion, graduation, or Dual Enrollment eligibility and provide timely academic and counseling intervention. • Use ongoing progress monitoring and four-year plan reviews to ensure students remain on track for A–G completion and college eligibility. • Adjust four-year plans to maintain A–G eligibility • Provide targeted academic intervention, counseling, tutoring, and progress monitoring for SED students and other students not on track for A–G completion, Dual Enrollment participation, or graduation. • Students who are off track receive additional counseling, tutoring, or scheduling support Align credit recovery options to A–G requirements to support college eligibility	$170,742	Yes

Goal

Goal #	Description	Type of Goal
2	Through a Personalized Learning approach, CORE Charter School's students will be engaged in the learning process, demonstrate measurable academic growth, and be supported with academic interventions to eliminate barriers for student success.	Broad

State Priorities addressed by this goal.

1A, 1B, 2A/B, 4A, 4E, 4F, 5C, 7A/B/C

An explanation of why the LEA has developed this goal.

This goal was developed based on Dashboard and local data showing that students were not consistently meeting grade-level standards in ELA and Math, with the greatest need in Math, where All students were 57.2 points below standard and SED students were 70.5 points below standard as reported on the 2025 Dashboard (Metric 2.4). Data also showed achievement gaps for student groups including SED, SWD, and EL students, and a need for stronger systems to monitor progress and provide timely intervention.

The goal will be maintained because, while some student groups improved and achievement gaps narrowed (ELA gap decreased from 25.3 in 2024 to 3.6 points in 2025), results remain inconsistent across student groups and content areas. Many students are still performing below standard, particularly in Math, and current supports have not yet resulted in consistent academic growth. Educational partner feedback also indicates that, while supports are helpful, they are not consistently resulting in strong outcomes. The actions will be maintained because they have strengthened systems for data use, intervention, and support and contributed to gains for some student groups, but need to be refined and more targeted to ensure all students show consistent growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.1	Priority 1A: Basic Services Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 91% Misassignments: 9% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2026 Appropriately assigned and fully credentialed: 95% Misassignments: 5% Vacancies: 0%	Appropriately assigned and fully credentialed: +9% Misassignments: -9% Vacancies: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.2	Priority 1B: Basic Services Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference
M.2.3	Priority 2A/B: Implementation of State Standards Progress (1-5) in making instructional materials that are aligned to standards and frameworks available in all classrooms Source: Local Indicator Tool - Priority 2	January 2024 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	January 2025 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	January 2026 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	January 2027 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	No Difference
M.2.4	Priority 4A: Pupil Achievement Points Above/Below Standard on CAASPP Source: CA School Dashboard	2023 Dashboard ELA 4.6 below All 27.4 above Hispanic 21.8 below White 17.9 below SED 45.5 below SWD Math 46.1 below All 47.5 below Hispanic 48.2 below White 65.7 below SED 94 below SWD	2024 Dashboard ELA 4.1 below All 1 below Hispanic 4.9 below White 29.4 below SED 91.9 below SWD Math 58.2 below All 65.3 below Hispanic 57.3 below White 84.8 below SED 140.9 below SWD Science 10.5 below All 11.9 below Hispanic 9.2 below White 17.4 below SED	2025 Dashboard ELA 7.1 below All No data Hispanic 4.6 below White 10.7 below SED 61.1 below SWD Math 57.2 below All No data Hispanic 56.8 below White 70.5 below SED 114.2 below SWD Science 57* All No data Hispanic 58.1* White 52.1* SED *Science points	2026 Dashboard ELA At standard All 30 above Hispanic At standard White At standard SED At standard SWD Math At standard All At standard Hispanic At standard White At standard SED At standard SWD Science At standard All At standard Hispanic At standard White At standard SED	ELA -2.5 All N/A Hispanic +17.2 White +7.2 SED -15.6 SWD Math -11.1 All N/A Hispanic -8.6 White -4.8 SED -20.2 SWD Science N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.5	Priority 4A Pupil Achievement Percentage of students scoring Met/Exceeded standard on the CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> 45.16% All 36.29% SED 27.02% SWD <u>Math</u> 31.99% All 25.81% SED 16.21% SWD <u>Science</u> 45.80% All 45.45% SED	2024 CAASPP <u>ELA</u> 52.99% All 40.87% SED 8.57% SWD <u>Math</u> 26.92% All 18.26% SED 11.42% SWD <u>Science</u> 33.05% All 19.64% SED	2025 CAASPP <u>ELA</u> 47.64% All 46.15% SED 15.38% SWD <u>Math</u> 25.45% All 18.88% SED 7.69% SWD <u>Science</u> 39.98% All 32.25% SED	2026 CAASPP <u>ELA</u> 50% All 45% SED 32% SWD <u>Math</u> 37% All 32% SED 21% SWD <u>Science</u> 50% All 50% SED	Percentage Points <u>ELA</u> +2.48 All +9.86 SED -11.64 SWD <u>Math</u> -6.54 All -6.93 SED -8.52 SWD <u>Science</u> -5.82 All -13.2 SED
M.2.6	Priority 4E Pupil Achievement Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard	2023 Dashboard 64.3%	2024 Dashboard 58.3%	2025 Dashboard Fewer than 11 students so data is suppressed	2026 Dashboard 70%	N/A
M.2.7	Priority 4F Pupil Achievement Number of English learners who are reclassified Source: Local Data	2023/24 School Year 0	2024/25 School Year 7 (53.85%)	2025/26 School Year 0	2026/27 School Year 2	No Difference
M.2.8	Priority 5C: Pupil Engagement Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: CALPADS	Fall 1 2023 1.3%	Fall 1 2024 0%	Fall 1 2025 0%	Fall 1 2026 0%	-1.3 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.9	Priority 7A/B/C: Course Access Percentage of students having access to, and are enrolled in, a broad course of study in all required subject areas Source: Master Schedule	October 2023 100%	October 2024 100%	October 2025 100%	October 2026 100%	No Difference

Goal Analysis for 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.

CORE Charter School's principal and ELPAC Coordinator worked with committee teams to review data several times throughout the year. We maintained our assessment cycle. We administered required Initial ELPAC assessments and the Summative assessments in the spring. We delivered planned PD and support in Parsec, Renaissance, and resources for homeless students. Monthly Grade Band meetings were held. PLTs met with families every 6 weeks to discuss testing results, learning progress, interventions, and goals. Amira was used for reading screening and early identification. Our Homeless/Foster liaison checked in with teachers with homeless, foster youth, and at-risk students at the end of each 6-week learning period. (Action 2.1 Data and Assessment)

Intervention was provided to all students in need: Tuesday afternoons (in-person/online); Monitored by two paraeducators; Personalized Learning Teachers monitored at-home intervention progress; three teachers provided reading intervention classes; weekly peer tutoring was offered for math and essay writing; Academic Support for students in danger of failing or have missed assignments was available on Tuesday afternoon and Friday morning; Math Camp for grades 4-9 was offered in summer 2025; Integrated 1A is offered as a center class. PD included: Freckle; IXL; Peer Support; APLUS Conference (IXL, math supports and research-based teaching methods, Mastery-Based Learning/Power Standards); Targets on CAASPP website, assessment/intervention and Grade Band Meetings (Action 2.2 Academic Intervention)

We continued WIN (What I Need!) classes. Paraeducators supported SWD both one-on-one and by pushing into classes. PD on supporting SWD was provided by Education Specialists and the SPED Director throughout the year. (Action 2.3 Support for Students with Disabilities)

There were no substantive differences and challenges were minimal and we were able to work through them and implement the actions.

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

Estimated actual expenditures for Goal 2 were $778,521 compared to budgeted expenditures of $665,805, resulting in an increase of $112,716. The variance was primarily due to higher-than-anticipated personnel costs required to employ and retain staff necessary to implement Goal 2 actions. In addition, more staff than originally budgeted attended the APLUS+ professional development conference, resulting in increased registration, travel, and related training expenditures. These additional costs supported the implementation of Goal 2 and enhanced staff capacity to provide high-quality instructional services aligned with the goal's intended outcomes.

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

Under Goal 2, we strengthened data use, intervention systems, and targeted supports for students with disabilities (SWD) through expanded assessment practices, academic interventions, and paraeducator support. (Actions 2.1-2.3) These actions increased access to grade-level instruction and targeted skill development because students received more individualized and in-class support. Overall, actions were partially effective, with improved outcomes for some student groups and reduced achievement gaps, but academic growth remained inconsistent across content areas, particularly in Math

Metric M.2.3: Performance remained at Level 5 across all content areas, indicating continued fidelity of implementation.

Metric M.2.4 (Dashboard): ELA and Math declined compared to baseline for most groups; however, SWD showed strong year-over-year growth (+30.8 ELA; +26.7 Math), improving performance levels (ELA: Red to Yellow; Math: Red to Orange). Achievement gaps narrowed from 2024 to 2025. In ELA, the All–SED gap decreased from 25.3 to 3.6 points, and the All–SWD gap narrowed from 87.8 to 54.0 points. In Math, the All–SED gap decreased from 26.6 to 13.3 points, while the All–SWD gap narrowed from 82.7 to 57.0 points. These trends indicate targeted supports improved outcomes for SED students and SWD because students received increased individualized intervention, small group instruction, and in-class support; however, overall performance remains below standard. LREBG-funded intervention services provided through Goal 2, Action 2.2 contributed to narrowing achievement gaps and improving outcomes for targeted student groups through tutoring, small group instruction, and targeted academic intervention.

Metric M.2.5: CAASPP results show mixed outcomes. In ELA, all students and SED students improved compared to baseline (All: +2.48; SED: +9.86), while SWD declined and remain below baseline. Math declined for all student groups (All: –6.54; SED: –6.93; SWD: –8.52), indicating that current math interventions and supports have not yet produced sustained improvement or consistent grade-level performance. ELA gaps between All and SED students narrowed significantly, while Math gaps remained largely unchanged.

Metrics M.2.6–M.2.7 (ELPAC): English learner data remains limited because the subgroup size is below Dashboard reporting thresholds; however, reclassification outcomes and prior ELPAC results indicate continued need for targeted language development supports and ongoing progress monitoring.

Educational Partner Feedback: Students report high access to support (98.36%), while parent ratings of program effectiveness declined slightly despite improved communication and access to progress information. This indicates that while students and families report strong access to support and communication, refinement is needed to improve the consistency and effectiveness of academic interventions and student outcomes.

Goal 2 actions are partially effective, demonstrating meaningful progress for targeted student groups, particularly SED students and SWD, but requiring continued refinement, stronger progress monitoring, and intensified support, especially in mathematics and for students not yet demonstrating consistent academic growth.

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

Action 2.1 Data and Assessment:
This action was refined to include the use of real-time student performance data and more frequent progress monitoring to guide instructional and intervention decisions. This change was made because, while data systems were implemented consistently, outcomes indicate a need for earlier identification of students needing support and more timely adjustments to interventions.

Action 2.2 Academic Intervention:
This action was refined to include targeted math interventions aligned to identified skill gaps and clearer entry, adjustment, and exit criteria for intervention services. This change was made because, although some student groups demonstrated growth, mathematics outcomes declined across all groups, indicating that previous interventions were not sufficiently targeted or consistently implemented.

Action 2.3 Support for Students with Disabilities:

The action was refined to strengthen differentiation strategies for students with disabilities and other student groups not demonstrating growth. The action also clarifies that interventions will be adjusted based on ongoing progress monitoring to better respond to individual student needs. This change was made to ensure supports are responsive to varying levels of need and to improve outcomes for students requiring additional academic support.

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	Data and Assessment	• CORE Charter School's Director and ELPAC Coordinator, will oversee and coordinate the data and assessment system and intervention services to students. • Work with committee teams (math, ELA, SPED, admin) to review data from CAASPP, STAR, ELPAC, and Parsec Dashboard to determine program effectiveness and improvement needs. • Maintain CAASPP and school-based assessment cycle of three times per year using Renaissance STAR ELA and Math assessments. • Maintain ELPAC Initial and Summative assessment cycle. • Coordinate/deliver PD on tracking intervention data using Renaissance and Parsec Education. • Promote collaboration with grade band specific teams (TK-3, 4-8, and 7-12) to analyze grade-specific data, curriculum, and plan interventions • Work with intervention staff to schedule intervention services and oversee the delivery of services. • Staff will meet with parents after each testing cycle to interpret results and measure growth over time • Staff will receive support and needed training to continue and expand implementation of selected assessment systems. • Develop and implement an early identification system for at-risk SWD and EL students to provide earlier intervention and support • Conduct regular follow-up with families and PLTs after each learning period to review student progress, intervention effectiveness, and support needs • Coordinate/deliver professional development on supports available for students • Use real-time student performance data to adjust instruction, intervention placement, and level of support • Key groups and individual students will be monitored by our Homeless and Foster Liaison to ensure success. This includes homeless, foster youth, students not attending in-person classes or supports and/or students impacted by major life event.	$233,663	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Academic Intervention	Based on baseline and over-time assessment data, CORE will determine and target areas of need by providing academic interventions to all students including Foster Youth, Homeless, English learners, and Socio-Economically Disadvantaged students. Services and programs include: • Small group classes (2 teachers; Reading Intervention) • Tutoring for students who do not come to the center for intervention, a teacher and a paraeducator will monitor their home intervention progress and offer virtual intervention sessions • Peer Tutoring program will be available to support high school students • Support Center on Tuesday afternoons and Friday mornings (paraeducators available for students assigned to needing additional support) • Summer camps in math and writing • Provide scheduled targeted math interventions aligned to identified skill gaps for students below standard • Add clearer entry, adjustment, and exit criteria for intervention supports to improve consistency and effectiveness. • Adjust intervention frequency, instructional strategies, and level of support based on ongoing student progress monitoring data Additional services and programs include: • Offer writing strategies/intervention workshops for at-home learning • Add ELPAC-aligned intervention • Add Integrated 1A and 1B, as a math pathway to allow struggling math students access to higher math Professional Development topics include: • Freckle and other resources • Increase differentiated PD for teachers on supporting SWD and ELs in core instruction, especially in math • Examining data to help students set goals *LREBG funded action – See Annual Progress*	$422,660	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Support for Students with Disabilities	• Provide additional academic and social-emotional supports for students with disabilities (SWD) • Implement What I Need (WIN) time to provide targeted intervention and individualized support • Provide two paraeducators to support SWD through one-on-one assistance and push-in support during instruction • Provide professional development focused on supporting students with disabilities • School psychologist will provide guidance and training for staff on small group interventions, individual assessments, and differentiated instruction • Strengthen differentiation strategies to support SWD and other student groups not demonstrating growth through collaboration between educational specialists and general education teachers. • Ensure interventions are responsive to varying student needs through targeted support and ongoing progress monitoring	$82,797	No

Goal

Goal #	Description	Type of Goal
3	CORE Charter School will maintain a positive learning environment where all students, parents, and staff feel welcomed, valued, safe, and engaged in the school community.	Broad

State Priorities addressed by this goal.

1C, 3A, 3B/C, 5A, 5B, 6A, 6B, 6C

An explanation of why the LEA has developed this goal.

Goal 3 was developed to maintain a positive, safe, and welcoming learning environment while strengthening student engagement and supporting students' social-emotional needs within an independent study model.

Educational partner feedback indicates that CORE continues to provide a supportive and flexible learning environment. Parents report that the school is welcoming (All: 100% in 2026, 89.33% in 2025; SED: 100% in 2026, 91.67% in 2025) and in 2026, 99% (93.33% in 2025) say they are kept informed about school events and information. Additionally, 100% of parents (78.67% in 2025) reported that staff support their child's social-emotional well-being. Students also report feeling safe, supported, and able to be themselves at school.

This goal is being maintained because, despite positive school climate data, student engagement indicators show areas of need within the independent study model. Chronic absenteeism increased for all K–8 student groups, and five of six student groups declined at least one

performance level. Suspension rates also increased, with the All student group increasing by 0.5%, indicating that some students are not consistently engaged or supported.

These results indicate that while students report strong relationships and support, some students are not consistently participating in instructional activities, completing assignments, or maintaining regular engagement in independent study. Actions associated with this goal will be maintained and refined to strengthen student engagement, increase consistent participation, and support students' social-emotional needs. These actions focus on improving student check-ins, monitoring assignment completion and pacing, expanding optional in-person supports and workshops, and addressing barriers to participation. Strengthening these systems is intended to increase student connectedness, improve attendance and engagement, and support consistent participation in learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.3.1	Priority 1C: Basic Services Level to which facilities are maintained and in good repair Source: Facilities Inspection Tool (FIT)	January 2024 Good	January 2025 Exemplary	January 2026 Exemplary	January 2027 Exemplary	Increased 1 level
M.3.2	Priority 3A Parent Involvement Percentage of parents/guardians who feel welcome to participate at CORE. Source: Local Parent Survey	January 2024 87.5% All	January 2025 84% All	January 2026 94.67% All	January 2027 ≥90% All	Percentage Points +7.17
M.3.3	Priorities 3B/C: Parent Involvement Percentage of parents who agree that the school keeps them updated about school events and information. Source: Parent Survey	January 2024 100% All 100% SED 100% EL 100% SWD	January 2025 93.33% All 100% SED 100% EL 100% SWD	January 2026 98.67% All 100% SED 100% EL 100% SWD	January 2027 100% All 100% SED 100% EL 100% SWD	Percentage Points -1.33 All 0 SED 0 EL 0 SWD
M.3.4	Priority 5A: Pupil Engagement Attendance Rate Source: P2 Attendance Report	April 2024 97.08%	April 2025 96.84%	April 2026 98.57%	April 2027 ≥98%	Percentage Points +1.49
M.3.5	Priority 5B: Pupil Engagement Percentage of students who were absent for 10% or more of the total instructional days Source: Dashboard	2023 Dashboard (K-8) 5.2% All 6.5% Hispanic 9.1% TMR 3.2% White 7.7% SED 13% SWD	2024 Dashboard (K-8) 2.3% All 3.3% Hispanic 2.6% TMR 1.9% White 3.5% SED 4.2% SWD	2025 Dashboard (K-8) 3.7% All 8.5% Hispanic 5.8% TMR 2.5% White 4.3% SED 3.0% SWD	2026 Dashboard (K-8) <5% All <5% Hispanic <5% TMR <5% White <5% SED <5% SWD	Percentage Points -1.5 All +2 Hispanic -3.3 TMR -0.7 White -3.4 SED -10 SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.3.6	Priority 6A School Climate Pupil Suspension Rate Source: Dashboard	2023 Dashboard 0% All	2024 Dashboard 0.2% All 0.0% Hispanic 1.8% TMR 0.0% White 0.3% SED 0.0% SWD	2025 Dashboard 0.6% All 0.0% Hispanic 0.0% TMR 0.7% White 0.6% SED 1.8% SWD	2026 Dashboard 0% All 0.0% Hispanic 0.0% TMR 0.0% White 0.0% SED 0.0% SWD	Percentage Points +0.6 All 0.0 Hispanic 0.0 TMR +0.7 White +0.6 SED +1.8 SWD
M.3.7	Priority 6B School Climate Pupil Expulsion Rates Source: Student Information System (SIS)	EOY 2023 2024 0%	EOY 2025 0%	EOY 2026 0%	EOY 2026 0%	No Difference
M.3.8	Priority 6C: School Climate Percent of parents, students, and staff who feel the school is safe Percentage of parents, students, and staff who feel a sense of connectedness to the school Source: Local Surveys	January 2024 <u>Safety</u> Students Usually: 86.21% Sometimes: 13.79% Parents: 95.83% Staff: 89.47% <u>Connected</u> Students Usually: 79.31% Sometimes: 10.34% Parents: 82.98% Staff: 94.74%	January 2025 <u>Safety</u> Students Usually: 91.2% Sometimes: 7% Parents: 93.33% Staff: 88.57% <u>Connected</u> Students Usually: 59.6% Sometimes: 28.1% Parents: 78.67% Staff: 85.71%	January 2026 <u>Safety</u> Students: 98.61% Parents: 97.33% Staff: 95% <u>Connected</u> Students: 97.22% Parents: 89.33% Staff: 97.5%	January 2027 <u>Safety</u> Students Usually: ≥90% Sometimes: 10% Parents: ≥97% Staff: ≥93% <u>Connected</u> Students Usually: ≥85% Sometimes: 15% Parents: ≥85% Staff: ≥96%	Percentage Points <u>Safety</u> Students: +12.4 Parents: +1.5 Staff: +5.53 <u>Connected</u> Students: +17.91 Parents: +6.35 Staff: +2.76

Goal Analysis for 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.

- We continue to work on our website to provide more resources for parents and students and it continues to be used to streamline registration and payments (ex. field trips). We increased posts celebrating the success of students and staff. (Action 3.1 Communication)
- Video tutorials continue to be added to the website to address curriculum tutorials and instructional strategies. We had great attendance for our Parent Education Conference in August. (Action 3.2 Parent Supports)
- The home page of our website has a link to Care Solace with resource guidance and mental health support phone numbers and links that include online and phone service to provide mental health support. Personalized Learning Teachers assist students in goal-setting based on needs to encourage a growth mindset. School Psychologists offered a group every Tuesday 12:30 to 1:00 to support student mental well-being. Suicide prevention training options were chosen by the SEL Committee and was offered in second semester. Both training sessions were well attended by students and staff. (Action 3.3 24/7 Mental Health Support)

- An outreach email with video links was sent to families via Parent Square to support awareness about sleep and wellness. Additional topics will be focused during second semester.
- The School Psychologist had an informational booth at our Parent Educator Conference connecting with families and sharing resources both on campus and in the community.
- Resource flyers for students and families is hung near the Psychologist's office for easy accessibility.

There were no substantive differences between planned actions and the actual implementation of actions except that in Action 3.3 a virtual group option was not offered in the second semester, but it was replaced by an online Google Classroom with available support resources and activities that students can complete as needed. Information to quickly and easily contact the school psychologist is also listed on the front page. Having flyers available has provided readily available access to the students and families.

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

Estimated actual expenditures for Goal 3 were lower than budgeted due primarily to reduced costs associated with parent support activities. Fewer staff than anticipated received additional compensation to support and participate in the August parent conference, resulting in lower personnel expenditures than originally projected. Despite the reduced expenditures, planned parent engagement and support activities were implemented and continued to support the goal's intended outcomes.

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

Actions 3.1–3.4 focused on strengthening communication, expanding parent supports, increasing access to mental health services, and promoting overall health and wellness.

Actions 3.1 and 3.2 (Communication & Parent Engagement): Parent engagement improved. The percentage of parents reporting they feel welcome increased from 87.5% at baseline to 94.67% in Year 2 (+7.17), exceeding the target (M.3.2). Perception of being informed remained high at 98.67% (–1.33 from baseline), with SED, EL, and SWD groups maintaining 100% (M.3.3). These results indicate the actions were effective in improving parent engagement and maintaining equitable access to information because communication systems, outreach, and parent supports were strengthened.

Action 3.3 (Mental Health & SEL Supports): School climate indicators improved significantly. Students reporting feeling safe increased from 86.21% to 98.61%, and connectedness increased from 79.31% to 97.22% (M.3.8). Parents and staff also reported increases in safety and connectedness. Chronic absenteeism improved overall from 5.2% to 3.7% (-1.5), with notable improvements for SWD (-10.0) and SED (-3.4), although Hispanic students increased (+2.0) (M.3.5). These results indicate expanded SEL and mental health supports improved student engagement and connectedness because students reported stronger relationships, increased support systems, and improved feelings of safety at school.

Action 3.4 (Health & Wellness): Despite improvements in school climate and connectedness, suspension rates increased from 0% at baseline to 0.6% for All students, including increases for SED (+0.6) and SWD (+1.8), indicating that proactive behavioral supports have not yet consistently reduced disciplinary incidents for all student groups. Local climate survey results remained positive overall, suggesting students and families continue to perceive the school environment as supportive and welcoming.

Overall, actions under Goal 3 were partially effective, as they strengthened school climate, parent engagement, student connectedness, and overall attendance outcomes, but behavioral outcomes and engagement trends were not consistently improved across all student groups.

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.

Action 3.1 – Communication
This action was refined to include more proactive monitoring of student engagement through the Missing Assignment Process and targeted family outreach. This change was made because, while communication efforts improved parent engagement and access to information, attendance and participation data indicate that earlier identification and intervention are needed to address student disengagement and chronic absenteeism.

Action 3.2 – Parent Supports
This action was expanded to include more structured parent-teacher meetings and additional training resources. This change was made because, although parents report high levels of connection and support, feedback and participation data indicate a need for increased guidance and collaboration to support student learning, engagement, and progress at home.

Action 3.3 – 24/7 Mental Health Support
This action was refined to include targeted intervention sessions for students demonstrating disengagement and at risk of absenteeism. This change was made because, while school climate and connectedness outcomes improved, chronic absenteeism and behavioral data indicate that more proactive and targeted supports are needed to ensure consistent student engagement, participation, and connectedness across all groups.

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	Communication	• Update and streamline our website so it will be a resource center for parents. • Regularly use social media to celebrate successes. • Create a bulletin board to post Parent Square Communications in a physical format and/or stream announcements on lobby monitor. • Monitor student work completion and attendance through the Missing Assignment Process, including targeting meetings with families and offering early additional supports as needed.	$11,216	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Supports	• Create a series of short training videos for parents that provide encouragement and strategies to support the academic development of their child. Videos will be available on the CORE website. • Schedule parent/teacher meetings to educate parents on academic resources and effective implementation of strategies. • Parent Educator Conference - a one day conference for all parents with breakout sessions on topics related to instruction and intervention.	$70,109	Yes
3.3	24/7 Mental Health Support	Care-Solace (caresolace.com) • An online and phone service to provide mental health support and resource guidance to students, staff and families. Service link will be on CORE website. Professional development and outreach materials will be implemented to promote this new resource. Professional Development (SEL) • Ensure that learning period meetings contain components that meet personal student needs. CORE recognizes that needs vary and require unique resources. Emphasizing a growth mindset and leadership understanding will be a standard part of conversation. • Provide professional development based on science-based evidence and best practices to staff to support the needs of all students. • SEL PD (school psychologist) Anxiety Support Groups • In person and virtual groups will be developed by the school psychologist to support students struggling with anxiety. • Virtual option will be implemented as outreach measure for students that are not attending center classes or accessing the resource center regularly. Suicide Prevention • Suicide prevention training for staff and students. In person and virtual training will be available. Student leadership groups will be included. Targeted Intervention • Create two academic support sessions for students demonstrating disengagement and at risk of absenteeism.	$30,017	No
3.4	Health Awareness Campaign	Series of health and wellness topics will be focused on throughout the year. Topics include the importance of exercise, sleep, hydration, diet, mental health, and work/life balance.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$747,690	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.74%	0%	$0.00	9.74%

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 #(s)	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
Goal 1, Action 1.1	A strong CTE program that provides hands-on learning, career exploration, and leadership opportunities continues to be identified as an important need, particularly for SED students. • Completion of CTE Pathways increased from 34.8% (2023 baseline) to 47.6% in 2025 for all students and from 35.3% to 52.2% for SED students. (Metric 1.2) • Completion of both A–G coursework and a CTE pathway remains below baseline, with 4.76% for all students and 0% for SED students in 2025. (Metric 1.3) • Dual Enrollment participation declined from 25% to 22.64%, indicating a need for additional outreach and participation supports. (Metric 1.9) Educational partners expressed appreciation for expanded CTE pathways, internships, and leadership opportunities while identifying a continued need to increase participation in Dual Enrollment, A–G coursework, certifications, and career preparation opportunities.	In 2026/27, CORE will continue to expand CTE pathways, internships, employability skill development, and career exploration opportunities. Additional supports include stronger progress monitoring, improved alignment between CTE pathways and A–G coursework, expanded certification opportunities, and increased support for Dual Enrollment participation. These actions are principally directed toward and effective for unduplicated pupils because these students continue to demonstrate lower rates of A–G completion, Dual Enrollment participation, and completion of both college and career readiness pathways. Expanded career exploration, pathway access, and counseling supports are intended to improve participation and college and career readiness outcomes.	M.1.2 Percentage of graduates completing a Career Technical Education (CTE) Pathway M.1.3 Percentage of graduates who have successfully completed A-G coursework AND a CTE Pathway
Goal 1, Action 1.3	Educational partners continue to identify college readiness, graduation planning, and academic monitoring as important needs, particularly for SED students. • A–G completion declined from 19.6% (2023 baseline) to 0% in 2025 for all students and from 14.7% to 0% for SED students. (Metric 1.1) • The dropout rate improved from 8.7% in 2023 to 2.4% in 2025. (Metric 1.6) • The local graduation rate remained strong overall but declined for some student groups. (Metric 1.7) • The College/Career Indicator remains below desired outcomes for some student groups. (Metric 1.8)	In 2026/27, CORE will continue to provide A–G oversight, graduation progress monitoring, parent education, and credit recovery supports. Additional refinements include earlier identification of students off track for graduation or college eligibility, targeted counseling and academic intervention for SED students, and stronger alignment of credit recovery options to A–G requirements. This action is principally directed toward and effective for unduplicated pupils because these students continue to demonstrate lower rates of A–G completion and college readiness outcomes and benefit from additional counseling, intervention, progress monitoring, and credit recovery supports.	M.1.1 Percentage of graduates meeting UC and CSU A-G requirements. M.1.6 Percentage of students who drop out of high school before graduation M.1.7 High School Graduation Rate M.1.8 College/Career Indicator

Goal 2, Action 2.1 and 2.2 and Goal 3, Action 3.2	According to the 2025 Dashboard and CAASPP results, achievement gaps in ELA and Math continue between the All student group and the Socioeconomically Disadvantaged (SED) student group. (Metrics M.2.4 and M.2.5) Dashboard Results: • ELA: All students 1.63 below standard; SED students 13.08 below standard • Math: All students 64.74 below standard; SED students 71.53 below standard CAASPP Results: • ELA: All students 47.95%; SED students 37.5% • Math: All students 28.57%; SED students 18.75% Educational partner feedback related to academic intervention and parent supports remained positive, with families emphasizing the importance of continued intervention, progress monitoring, and parent training to support learning at home.	In 2026/27, Actions 2.1 and 2.2 will continue to strengthen data analysis, intervention coordination, and targeted academic supports through small group instruction, tutoring, online intervention programs, and progress monitoring systems. Additional refinements include earlier identification of students needing intervention, stronger collaboration among grade-level teams, and targeted Math interventions aligned to identified skill gaps. Goal 3, Action 3.2 will continue to provide parent education resources and parent-teacher meetings to strengthen family support for student learning and engagement at home. These actions are principally directed toward and effective for unduplicated pupils because these students continue to demonstrate lower academic performance in ELA and Math. Earlier identification of students needing support, targeted intervention services, differentiated instruction, progress monitoring, and increased family support are intended to improve academic growth, strengthen student engagement, and reduce achievement gaps between the All student group and the SED student group.	Metrics used to measure effectiveness are: M.2.4 Dashboard ELA and Math M.2.5 CAASPP ELA and Math

Insert or delete rows, as necessary.

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
N/A			

Insert or delete rows, as necessary.

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.

N/A

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.

CORE Charter School does not receive concentration grant add-on funds.

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

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 7,675,522	$ 747,690	9.741%	0.000%	9.741%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 770,406	$ 205,314	$ -	$ 130,612	$ 1,106,332.00	$ 1,001,008	$ 105,324

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	Career Readiness	All	Yes	Schoolwide	English Learners and Low-Income	All	On-going	$ 56,463	$ 13,560	$ 45,566	$ -	$ -	$ 24,457	$ 70,023	0.000%
1	1.2	College Preparedness	All	No	Schoolwide		All	On-going	$ 3,605	$ 11,500	$ 11,500	$ -	$ -	$ 3,605	$ 15,105	0.000%
1	1.3	High School Counselor	All	Yes	Schoolwide	English Learners and Low-Income	All	On-going	$ 170,742	$ -	$ 170,742	$ -	$ -	$ -	$ 170,742	0.000%
2	2.1	Data and Assessment	All	Yes	Schoolwide	English Learners and Low-Income	All	On-going	$ 233,663	$ -	$ 233,663	$ -	$ -	$ -	$ 233,663	0.000%
2	2.2	Academic Intervention	All	Yes	Schoolwide	English Learners and Low-Income	All	On-going	$ 396,112	$ 26,548	$ 227,610	$ 100,000	$ -	$ 95,050	$ 422,660	0.000%
2	2.3	Support for Students with Disabilities	SWD	No	Schoolwide		All	On-going	$ 82,797	$ -	$ -	$ 82,797	$ -	$ -	$ 82,797	0.000%
3	3.1	Communication	All	No	Schoolwide		All	On-going	$ -	$ 11,216	$ 11,216	$ -	$ -	$ -	$ 11,216	0.000%
3	3.2	Parent Supports	All	Yes	Schoolwide	English Learners and Low-Income	All	On-going	$ 35,109	$ 35,000	$ 70,109	$ -	$ -	$ -	$ 70,109	0.000%
3	3.3	24/7 Mental Health Support	All	No	Schoolwide		All	On-going	$ 22,517	$ 7,500	$ -	$ 22,517	$ -	$ 7,500	$ 30,017	0.000%
3	3.4	Health Awareness Campaign	All	No	Schoolwide		All	On-going	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

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
$ 7,675,522	$ 747,690	9.741%	0.000%	9.741%	$ 747,690	0.000%	9.741%	**Total:**	$ 747,690
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 747,690

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	Career Readiness	Yes	Schoolwide	English Learners and Low-Income	All	$ 45,566	0.000%
1	1.3	High School Counselor	Yes	Schoolwide	English Learners and Low-Income	All	$ 170,742	0.000%
2	2.1	Data and Assessment	Yes	Schoolwide	English Learners and Low-Income	All	$ 233,663	0.000%
2	2.2	Academic Intervention	Yes	Schoolwide	English Learners and Low-Income	All	$ 227,610	0.000%
3	3.2	Parent Supports	Yes	Schoolwide	English Learners and Low-Income	All	$ 70,109	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,056,793.00	$ 1,154,258.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Career Readiness	Yes	$ 89,666	$ 102,656
1	1.2	College Preparedness	No	$ 16,036	$ 16,605
1	1.3	High School Counselor	Yes	$ 151,044	$ 163,841
2	2.1	Data and Assessment	Yes	$ 263,183	$ 262,822
2	2.2	Academic Intervention	Yes	$ 319,575	$ 425,349
2	2.3	Support for Students with Disabilities	No	$ 98,939	$ 90,350
3	3.1	Communication	No	$ 8,877	$ 9,203
3	3.2	Parent Supports	Yes	$ 67,597	$ 48,293
3	3.3	24/7 Mental Health Support	No	$ 40,876	$ 35,139
3	3.4	Health Awareness Campaign	No	$ 1,000	$ -

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 734,805	$ 688,128	$ 756,348	$ (68,220)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Career Readiness	Yes	$ 59,453	$ 71,835.00	0.000%	0.000%
1	1.3	High School Counselor	Yes	$ 151,044	$ 163,841.00	0.000%	0.000%
2	2.1	Data and Assessment	Yes	$ 263,183	$ 262,822.00	0.000%	0.000%
2	2.2	Academic Intervention	Yes	$ 146,851	$ 209,557.00	0.000%	0.000%
3	3.2	Parent Supports	Yes	$ 67,597	$ 48,293.00	0.000%	0.000%

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)
$ 7,086,898	$ 734,805	0.000%	10.368%	$ 756,348	0.000%	10.672%	$0.00 - No Carryover	0.00% - No Carryover

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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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:

Local Control and Accountability Plan Instructions

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).