



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Peak to Peak Mountain Charter

CDS Code: 15-63628-0128504

School Year: 2024-25

LEA contact information:

Jeffrey S Fenske

Principal/Chief Business Official

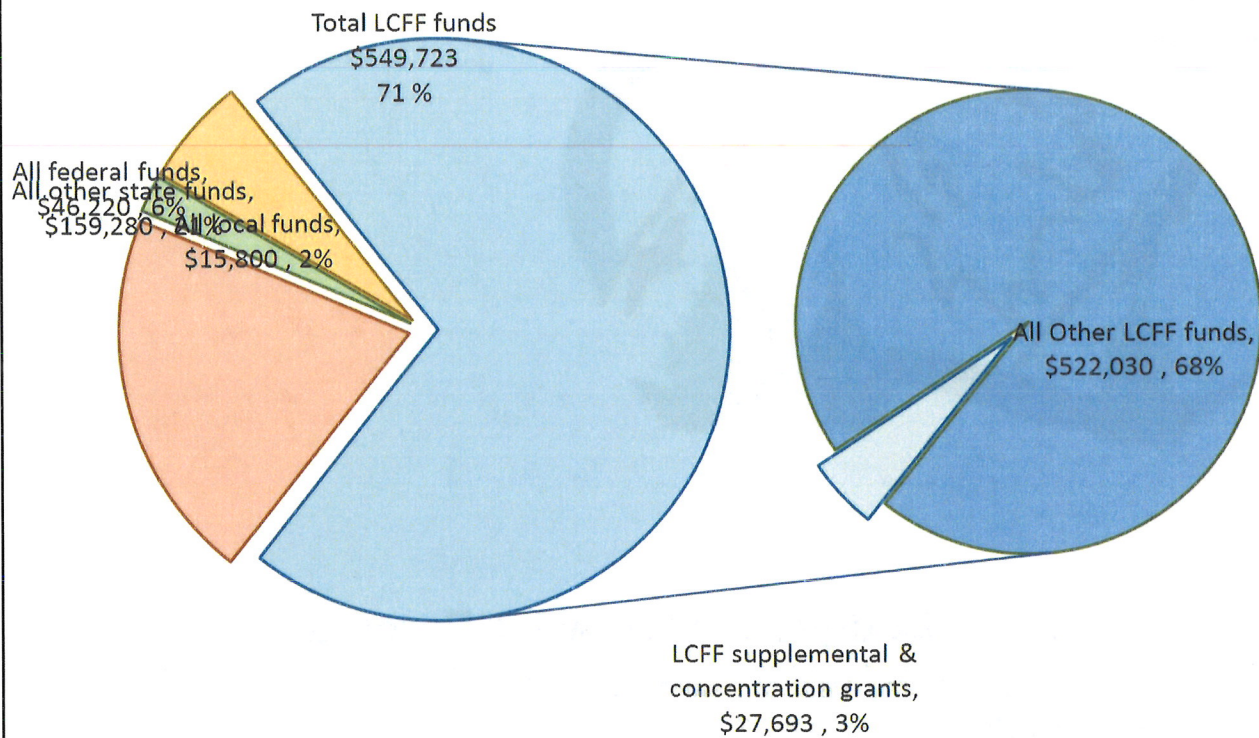
jfenske@p2pcharter.org

(661)242-3811

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

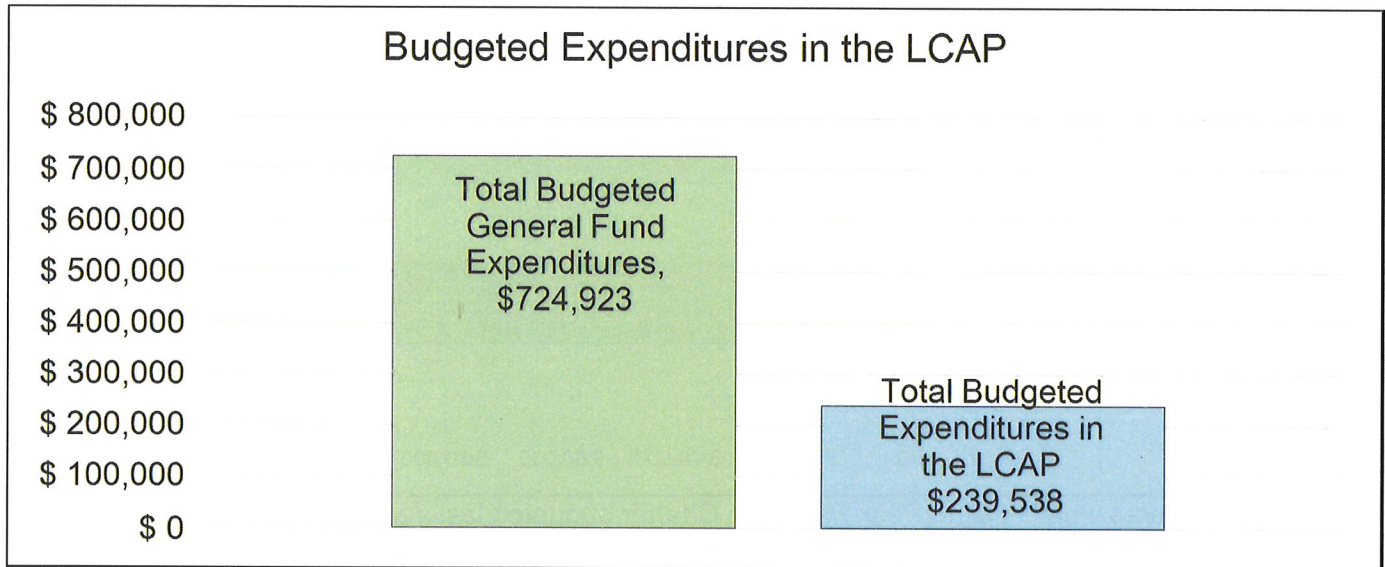


This chart shows the total general purpose revenue Peak to Peak Mountain Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak to Peak Mountain Charter is \$771,023, of which \$549,723 is Local Control Funding Formula (LCFF), \$159,280 is other state funds, \$15,800 is local funds, and \$46,220 is federal funds. Of the \$549,723 in LCFF Funds, \$27,693 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 Peak to Peak Mountain Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Peak to Peak Mountain Charter plans to spend \$724,923 for the 2024-25 school year. Of that amount, \$239,538 is tied to actions/services in the LCAP and \$485,385 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operations of the school including, personnel, educational materials, and building renovations.

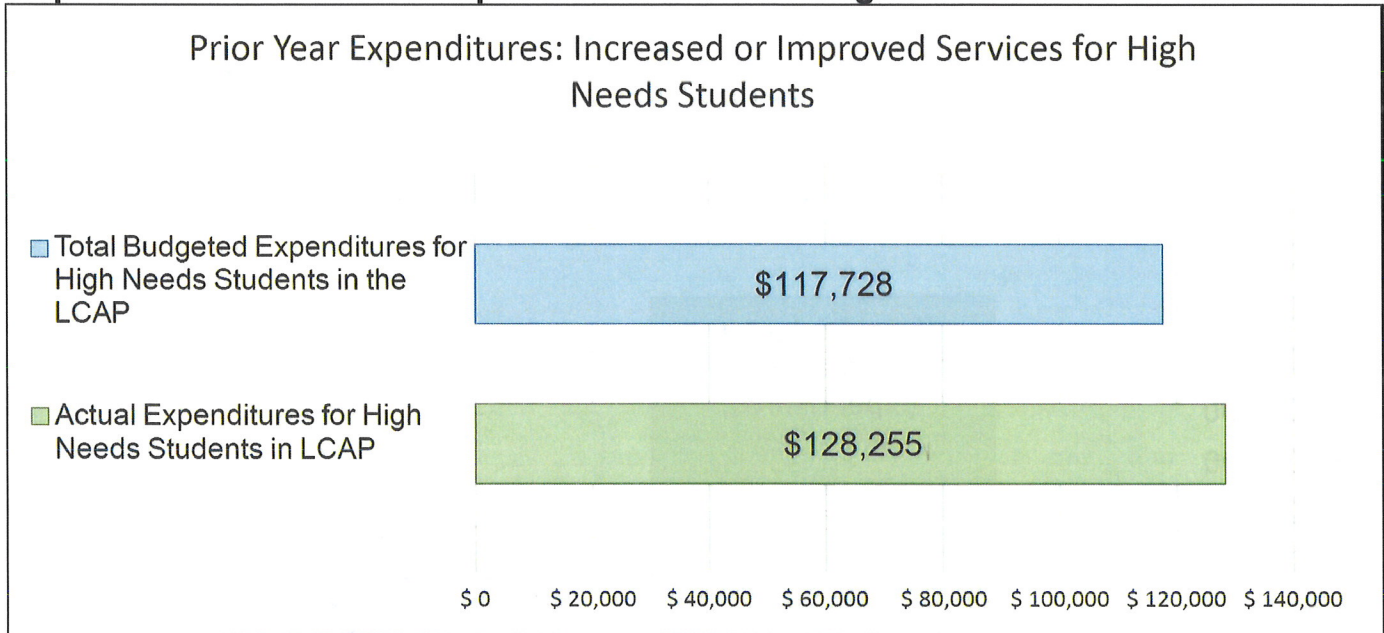
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Peak to Peak Mountain Charter is projecting it will receive \$27,693 based on the enrollment of foster youth, English learner, and low-income students. Peak to Peak Mountain Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Peak to Peak Mountain Charter plans to spend \$159,538 towards meeting this requirement, as described in the LCAP.

N/A

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Peak to Peak Mountain Charter's LCAP budgeted \$117,728 for planned actions to increase or improve services for high needs students. Peak to Peak Mountain Charter actually spent \$128,255 for actions to increase or improve services for high needs students in 2023-24.

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Peak to Peak Mountain Charter
CDS Code:	15-63628-0128504
LEA Contact Information:	Name: Jeffrey S Fenske Position: Principal/Chief Business Official Email: jfenske@p2pcharter.org Phone: (661)242-3811
Coming School Year:	2024-25
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	\$549,723
LCFF Supplemental & Concentration Grants	\$27,693
All Other State Funds	\$159,280
All Local Funds	\$15,800
All federal funds	\$46,220
Total Projected Revenue	\$771,023

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$724,923
Total Budgeted Expenditures in the LCAP	\$239,538
Total Budgeted Expenditures for High Needs Students in the LCAP	\$159,538
Expenditures not in the LCAP	\$485,385

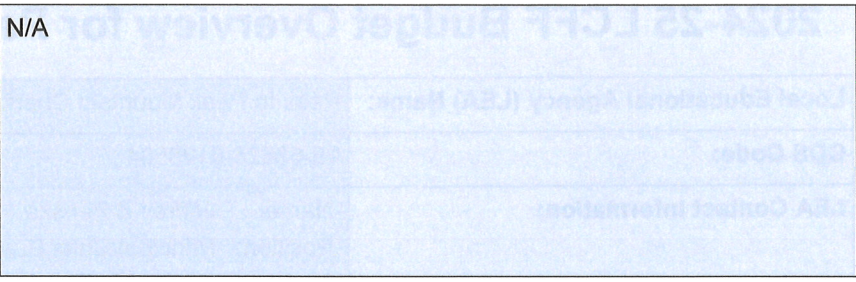
Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$117,728
Actual Expenditures for High Needs Students in LCAP	\$128,255

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$131,845
2023-24 Difference in Budgeted and Actual Expenditures	\$10,527

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General operations of the school including, personnel, educational materials, and building renovations.

The amount budgeted to increase or improve services for high needs students in the 2024-25 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2024-25. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

N/A





2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak to Peak Mountain Charter	Jeffrey S Fenske Principal/Chief Business Official	jfenske@p2pcharter.org (661)242-3811

Goals and Actions

Goal

Goal #	Description
1	By 2024, the Charter will increase the percentage of students in Proficient/ Advanced levels in Mathematics based on local fall, winter and spring benchmark measures of STAR 360 Math, i-Ready Math Diagnostic, and state assessment CAASPP program comparison data by full implementation of CCSS in mathematics and instructional delivery at the DOK levels 3 & 4 to elevate rigor and engagement following the HET Learning Centered School Model by Susan J Kovalik (State LCFF Areas/Priorities Goals1/2/4/7/8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1- Basic Services (Local Indicator): 1.A. Teachers contracted with P2P are appropriately assigned and credentialed in the multiple subjects elementary area for the pupils they are teaching (School Accountability Report Card (SARC)/ Human Resources (HR).	1.A. Teachers contracted with Charter are appropriately assigned and credentialed in the multiple subjects elementary area for the pupils they are teaching. 2020-21 Baseline: All four teachers are appropriately assigned, although, three teachers are not fully credentialed.	Teacher contracts are appropriately assigned and credentialed for the 2021-22 school year. Three teachers are Provisional Internship Permit (PIP) credentialed through Board, Charter Authorizer Maricopa USD, and Kern County Credentialing Office.	Teacher contracts are appropriately assigned and credentialed for the 2022-23 school year. One teacher qualifies under a Provisional Internship Permit (PIP) and two teachers are STP (Short Term Staff Permit) through Board, Charter Authorizer Maricopa USD, and Kern County Credentialing Office.	Two Teachers contracted are appropriately assigned and intern credentialed in the multiple subjects elementary area K-6 while two teachers qualify under the 30-Day Substitute Permit for elementary education. Furthermore, one 30-Day Substitute Permit elementary teacher has qualified under a multiple subjects PIP for the 2024-25 school year while the other 30-Day Substitute teacher has qualified under the multiple	MET 1.A. Teachers contracted with Charter are appropriately assigned and credentialed in the multiple subjects elementary and Education Specialist areas for the pupils they are teaching in regular and special education. 2023-24 Goal: Follow Kern County/CDE Credential Analysts to maintain a path to fully credentialed and intern-eligible status and lower the number of teachers from PIP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				credentials STP for the 2024-25 school year.	and STP to zero with no misassignments.
1.B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC)	1.B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC). 2020-21 Baseline: 100% per SARC Report	Sufficient pupil access to standards-aligned instructional materials is 100% per 2021 SARC Report	Sufficient pupil access to standards-aligned instructional materials is 100% per 2022 SARC Report	Sufficient pupil access to standards-aligned instructional materials is 100% per 2023 SARC Report	MET 1.B. Pupils in the school district have sufficient access to the standards-aligned instructional adoptions per 2023 SARC Report. 2023-24 Goal: Maintain Rating of 100% for 2023 SARC Report (+-1%)
1.C. School Facilities are maintained in good repair. (SARC)	1.C.School Facilities are maintained in good repair. 2020-21 Baseline: Good, based on 2020 SARC Report	School facilities remain in good repair per 2021 SARC Report.	School facilities remain in good repair per 2022 SARC Report.	School facilities remain in good repair per 2023 SARC Report	MET 1.C.School facilities are maintained in good to exemplary repair. 2023-24 Goal: Rating of Good to Exemplary based on 2023 SARC Report
State Priority 2-Implementation of State Academic Standards (Local Indicator): 2.A. The implementation of state board adopted academic content and performance	2.A. The Charter will implement state board adopted academic content and performance standards for all students 2020-21 Baseline: The Charter moved from Yellow to Orange on the 2019	2.A. P2P had a 100% student participation rate during 2022 CAASPP testing after opting out of 2020 and 2021 CAASPP testing due to pandemic. 2022 CAASPP results revealed significant growth of 16% to 48% met or exceeded	2.A. P2P had a 97.1 student participation rate during 2023 CAASPP testing. 2023 CAASPP results are reported in July/August targeting an increase in Dashboard Mathematics scores to surpass 50%	P2P has a 100% student participation rate during the 2024 CAASPP testing. 2024 Smarter Balanced results revealed 53% met or exceeded mathematics standards which was	MET 2.A. Charter will continue the implementation of state board adopted academic content and performance standards for all students. 2023-24 Goal: Sustain significant Mathematics growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards for all students (Dashboard)	Dashboard in Mathematics revealing a decline in CCSS content performance (36.1 points from Standard and a 2.6 difference below the State Average).	Standard for math verifying an increase in Dashboard Mathematics scores from Orange to Yellow.	proficient/advanced (Green/Blue) over the next two years to verify sustainability.	a 5% growth from 2022.	over the 2022-24 CAASPP state testing years span by 5%
2.B. Programs and services enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2.B. The Charter will maintain 100% of ELD students gaining access to core material and instruction for CCSS. An additional 30 minutes for all ELD students is designated from ELD teacher to include instructional aides.	2.B. P2P will maintain 100% of ELD students gaining access to core material and instruction for CCSS. An additional 30 minutes for all ELD students is designated following CDE ELD Standards from ELD teacher to include instructional aides.	2.B. P2P will maintain 100% of ELD students gaining access to core material and instruction for CCSS. An additional 30 minutes for all ELD students is designated following CDE ELD standards from ELD teacher to include instructional aides.	P2P maintains 100% of ELD students gaining access to core material and instruction for CCSS. An additional 30 minutes for all ELD students is designated from ELD teacher to include instructional aides.	MET 2.B. P2P will continue programs and services that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 2023-24 Goal: Charter will maintain 100% of ELD students gaining access to core material and instruction for CCSS. An additional 30 minutes for all ELD students following CDE ELD standards will be designated from ELD teacher to include instructional aides.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4- Pupil Achievement (Statewide Indicator): 4. Statewide Assessments (Dashboard/CAASPP Results).	4. Charter will increase Pupil Achievement on Statewide Assessments 2020-21 Baseline: No CAASPP due to pandemic- although 2018-19 CAASPP Data revealed negative decline from Yellow to Orange level on the 2019 Dashboard in Mathematics revealing a decline in CCSS content performance (36.1 points from Standard and a 2.6 difference below the State Average).	P2P had a 100% student participation rate during 2022 CAASPP testing after opting out of 2020-21 CAASPP testing due to pandemic. 2022 CAASPP results revealed mathematics growth from Orange Performance Level in 2019 to Yellow Performance Level with 48% meeting or exceeding grade level mathematics standards.	P2P had a 100% student participation rate during 2023 CAASPP testing. 2023 CAASPP mathematics results reported growth to 50% meeting or exceeding grade level standards in Mathematics surpassing 48% proficient/advanced from 2022.	P2P has a 100% student participation rate during the 2024 CAASPP testing. 2024 Smarter Balanced results revealed 53% met or exceeded mathematics standards which was a 5% growth from 2022.	MET 4. Charter will participate in CAASPP Statewide Assessments each spring. 2023-24 Goal: Charter to increase Dashboard Mathematics CAASPP percent of Met and Exceeded using metric of 5% growth by Spring/2024
State Priority 7 - Course Access (Statewide Indicator): 7.A. Students have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science).	7.A. Students have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science). 2020-21 Baseline: 100% of students have access and remained enrolled in a broad course of study to include all core subject programs.	100% of students had access and remained enrolled in a broad course of study to include all core subject programs for 2021-22 school year verified on Charter's SIS (Student Information System) Schoolwise.	100% of students had access and remained enrolled in a broad course of study to include all core subject programs for 2022-23 school year verified on Charter's SIS (Student Information System) Schoolwise.	100% of students had access and remained enrolled in a broad course of study to include all core subject programs for 2023-24 verified on Charter's SIS (Student Information System) Schoolwise. Furthermore, Peak to Peak added to adopted curriculum the i-Ready Teaching	MET 7.A. 100% of students have access and remain enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science). 2023-24 Goal: P2P to maintain access and enrollment at 100% (+-1%) in order to secure

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				& Learning software with the Teaching component in addition to i-Ready Diagnostics capabilities which can be used as the second local indicator. i-Ready is nationally normed and exists on the CA state list of recognized local indicators.	sustainability through Spring/2024
7.B. Programs and services developed and provided to low income, English learner and foster youth pupils.	7. B. Programs and services are developed and provided to low income, English learner (EL) and foster youth pupils. 2020-21 Baseline: 100% of these student populations have access to all broad course of study and/or programs and remain enrolled.	100% of low income, EL's, and foster youth populations had access to all broad course of study and/or programs and remained enrolled for the 2021-22 school year verified on Charter's SIS Schoolwise.	100% of low income, EL's, and foster youth populations had access to all broad course of study and/or programs and remained enrolled for the 2022-23 school year verified on Charter's SIS Schoolwise.	100% of low income, EL's, and foster youth populations had access to all broad course of study and/or programs and remained enrolled for the 2023-24 school year verified on Charter's SIS Schoolwise, STAR 360, and i-Ready Diagnostic through June 10, 2024.	MET 7.B. Programs and services will be developed and provided to low income, English learner and foster youth pupils. 2023-24 Goal: Charter to maintain the rate of 100% (+-1%) access and enrollment to secure sustainability through June 10, 2024
7.C. Programs and services developed and provided to students with disabilities.	7.C. Programs and services are developed and provided to students with disabilities. 2020-21 Baseline: 100% of students with disabilities have	100% of students with disabilities had access to all broad course of study and/or programs and remained enrolled for the 2021-22 school year verified on	100% of students with disabilities had access to all broad course of study and/or programs and remained enrolled for the 2022-23 school year verified on	100% of students with disabilities had access to all broad course of study and/or programs and remained enrolled for the 2023-24 school year verified on	MET 7.C. Programs and services will be developed and provided to students with disabilities. 2023-24 Goal: Charter to maintain the rate of 100% (+-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science) aligned to an IEP or 504 Plan.	Charter's SIS Schoolwise.	Charter's SIS Schoolwise.	Charter's SIS Schoolwise.	1%) access and enrollment in broad course of study to include core program courses aligned to IEP or 504 Plan through June 10, 2024
State Priority 8- Outcomes in a Broad Course of Study (Statewide Indicator): 8. Pupil outcomes for courses described under Education Code (EC) sections 51210 and 51220 (a) (i), as applicable (Local Measures)	8. Pupil outcomes for courses described under EC Sections 51210 and 51220 (a) (i), as applicable, will use Local Measure of STAR 360 Mathematics trimesterly. 2020-21 Baseline: Pupil outcomes metric is targeted to Meet/Exceed STAR 360 Mathematics Annual Growth Report at 10%.	The local measure of STAR Math 360 2021-22 Annual Growth Report reveals Pretest to Posttest gains in Scaled Scores (SS) across grades 1-8: Grades 1-3 (Blue Jays): Pretest 862 & Posttest 942= +80 SS Growth Grades 4-6 (Quails): Pretest 1024 & Posttest 1074= +49 SS Growth Grades 7-8 (Falcons): Pretest 1067 & Posttest 1089= +22 SS Growth	The local measure of STAR Math 360 2022-23 Annual Growth Report reveals Pretest to Post-test gains in Scaled Scores (SS) across grades 1-8: Grades 1-2 (Blue Jays): Pretest 864 & Posttest 946= +82 SS Growth Grades 3-5 (Quails): Pretest 1018 & Posttest 1072= +54 SS Growth Grades 6-8 (Falcons): Pretest 1064 & Posttest 1091= +27 SS Growth	NOTE: Changed Data Collection for 2023-24 The local measure of STAR 360 Longitudinal Report reveals At/Above grade level classroom %'s of students performing at grade level Benchmarks at the 40th Percentile Rank or higher nationally as of June 10, 2024: Grade 1- 80% At/Above Benchmark Grade 2- 56% Grade 3- 50% Grade 4- 67% Grade 5- 75% Grade 6- 40% Grade 7- 0% (1 std) Grade 8- 67%	NOTE: Change Goal during 2023-24 NOT MET (YET) 8. Charter's desired outcome is to achieve At/Above grade level Benchmarks within each grade level class at a rate above 52%.

Goal Analysis

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

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

P2P met this goal over a three-year period. No substantive differences in planned actions and actual implementation of Goal 1. An analysis on state testing reveals 2024 CAASPP results showed significant growth in Mathematics percent of students meeting or exceeding standard compared to 2022 and 2023 CAASPP scores. P2P made progress on 2024 state testing through Meeting or Exceeding Standards for Mathematics at 53% rate schoolwide in grades 3-8th compared to 48% in 2022. 2024 CAASPP assessment results have been made accessible in TOMS as of June 10, 2024. Further Charter analysis on the Mathematics Smarter Balanced state assessments verifies a significant 5% increase over the 2022-24 three-year period leading to sustainability confirmed from Orange Performance Level in 2019 to Yellow Performance Level in 2022 to Green in 2024.

STAR 360 Mathematics results are one local relevant indicator to confirm mathematics growth toward Goal 1. June, 2024 STAR 360 assessments in grades 1-8 showed the following At/Above Benchmark %'s across the grade levels. The local mathematics measure of STAR 360 Longitudinal Report reveals classroom %'s of students performing at/above grade level Benchmarks at the 40th Percentile Rank or higher nationally as of June 10, 2024:

Grade 1- 80% At/Above Benchmark

Grade 2- 56%

Grade 3- 50%

Grade 4- 67%

Grade 5- 75%

Grade 6- 40%

Grade 7- 0%

Grade 8- 67%

Mathematics growth has been a high priority broad goal for P2P over the previous three years. The Charter is committed to achieving excellence in math teaching and learning through adopted curriculum and instructional approaches grounded in best practices research following the HET Model. Furthermore, the Charter realizes the importance of 20th Century real-world experiences that provide guidance for mathematics learning to ensure students have a wide variety of options pursuing Science, Technology, Engineering, and Mathematics (STEM) to also include Art in the classrooms. Substantive differences existed in the overarching implementation of Actions 1.1 and 1.2 that were essential to advancing toward goal achievement during the 2023-24 school year: 1.1 Raise Rigor/Engagement to increase Mathematics annual CAASPP scores following The Learning-Centered School Model and Neuroscience (Kovalik's "Exceeding Expectations II" guidance), and 1.2 Planning and Application of aligned and effective Response to Intervention (RTI) strategies during the regular instructional day and enhanced 1-1 Instructional Tutoring after school for targeted students. To elevate parent engagement and communication, student records and performances are evidenced and shared in scheduled Individual Learning Plans (ILP's) trimesterly through 1-1 Teacher-Parent in-person conferences.

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.

No material differences between budgeted expenditures and estimated actual expenditures for planned percentages of improved services and estimated actual percentages of improved services. Following a review of the budgeted expenditures and the Estimated Actual expenditures reveals funds were expended for Goal 1 (\$165,124). The majority of funds in Goal 1 were expended/implemented for teachers and instructional aides in low Teacher/Aide to student ratios prepared to deliver small group instruction around mathematics key CCSS's according to student ILP's and RTI needs during the regular instructional day. The area of mathematics professional development following the HET (Highly Effective Teaching) Model consisted of on-site HET professional development on August 10, 2023 with all certificated teachers and classified instructional aides, principal, two Board members, and office manager in attendance. Exceeding Expectations II: The Learning-Centered School Model-Using Neuroscience to Improve Student Outcomes by Susan J. Kovalik was the professional development model followed during the full day in-person session. Through 2022 and 2023 state testing results coupled with STAR 360 mathematics assessments, teacher observations, and student artifacts, the teacher, principal, parents, and Board collectively made the decision to purchase and adopt i-Ready Learning software as a supplemental teaching & learning resource to be used as tutorials and diagnostics during regular school day mathematics minutes, targeted after school sessions, and home use. This Improved Service in the 2023-24 onboard year is designed to support adopted mathematics curriculum and enhance student opportunity for designed differentiated instruction.

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

After careful analysis of CAASPP and STAR 360 data, both actions were effective in making progress toward Goal 1 to increase mathematics achievement.

EFFECTIVE: Goal 1, Action 1.1 Raise Rigor/Engagement to increase Mathematics annual CAASPP scores

EFFECTIVE: Goal 1, Action 1.2 Planning and Application of aligned and effective Response to Intervention (RTI) strategies and enhanced 1-1 Instructional Tutoring following student Individual Learning Plans (ILP's) trimesterly

This 2024 local indicator metric is expected to be reliable evidence of advancement toward Goal 1. Furthermore, Peak to Peak believes i-Ready instructional technology software using student ChromeBooks will continue to lend coordinated and aligned support for mathematics growth, and the Charter positively anticipates further growth through 2025 under School Board and Stakeholder visions and actions evidenced in 2024-25 LCAP.

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

LCAP team decided to continue Goal 1 to raise mathematics achievement even higher with the vision of reaching Blue Performance Level on CA Dashboard. CCSS Mathematics, DOK and HET practices clearly lead the pathway for professional skill set acquisition and development within Goal 1 that collectively culminated toward defined Actions. Reflections on prior practices and ongoing challenges within a rural community have been the cornerstone in confirming transparent actionable measures necessary for enhanced development of the Charter's 2023-24 LCAP. With Goal 1 mathematics growth at the forefront, Peak to Peak has scheduled session two of Kovalik's Learning-Centered School Model emphasizing neuroscience professional development to be on-site beginning Thursday, August 8, 2024 in an effort to continue and grow collaboration, trust, and shared professional mathematical best practices across grades TK-8.

Include changes of mathematics imbedded lessons around summer camp on June 24-26 and Mathematics Thematic aligned grade level lessons monthly beginning in August 2024 through June of 2025 to enhance motivation and math themes across the grade levels toward a stronger mathematics and science culture that link overarching and key mathematics standards student by student. Furthermore, P2P has planned field trips trimesterly linked to monthly themes designed to enhance connections students make with math learned in adopted and supplemental curriculums with real-world experiences and locations.

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.



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
Peak to Peak Mountain Charter	Jeffrey S Fenske Principal/Chief Business Official	jfenske@p2pcharter.org (661)242-3811

Plan Summary [2024-25]

General Information

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

Peak to Peak Mountain Charter (hereafter, referred to as P2P or Charter) is a small rural school situated on a scenic campus nestled in the Los Padres National Forest, just 2.5 miles west of the mountain community of Pine Mountain Club. P2P serves a diverse group of about 55 students in Transitional Kindergarten (TK)-8th grades from Kern, Los Angeles, and Ventura Counties. The majority of P2P's students are

from the Maricopa and El Tejon Unified School District. Our Charter serves students and families from the surrounding mountain communities of Pine Mountain Club, Pinon Pines, Lake of the Woods, Frazier Park, Lebec, Lockwood Valley, and Cuddy Valley.

P2P believes that all children are unique and gifted individuals deserving of an educational program that delivers concepts, knowledge, and skills to compete for careers in a changing global economy extending far beyond local experiences. Our Charter plans to equip students to be ready for 21st Century teaching and learning and fully prepared for high school. We are committed to working collaboratively with parents and caregivers to develop lifelong learners in a safe, caring, and academic environment where students are challenged through expectations of integrity and personal best efforts where differences are valued. P2P leads by establishing student academic achievement through Individual Learning Plans (ILP's). After student goals and learning modalities are identified, the staff will articulate instructional strategies for targeted improvement through explicit direct instruction. Planning will be accomplished using the California State Standards (including but not limited to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards; herein collectively referred to as the "state standards"). Curricula and educational program support through stakeholder input is necessary to tie into our Charter's belief of life and career student intellectual success.

P2P's overall Charter theme is "Embracing the Nature of Learning," and the school's commitment to Highly Effective Teaching (HET) as the adopted instructional model allows leadership team to strategically plan monthly thematic teaching & learning lessons aligned across all grade levels (TK-8th) incorporating CCSS while utilizing the natural and serene outdoor settings.

P2P Charter Vision:

Our Charter's Vision reveals a rigorous educational program delivered through aligned textbook adoptions and extensive virtual learning resources to support hands-on learning. Peak to Peak Charter specifics include: Individual Learning Plans, Multi-Subject Integration, Positive School-Wide Discipline, Strong Parent Participation, Low Student-Teacher ratios, Highly Effective Teaching (HET) and Engaging Enrichment Activities. The staff and students learn and practice positive citizenship through Lifelong Guidelines and LIFESKILLS to solve problems and manage daily activities in a positive environment.

Charter Mission:

Our Charter's Mission is to provide an exemplary, individualized, Common Core State Standards-based education for all children, with an emphasis on cooperative, hands-on, monthly theme-based learning that challenges students to intentionally take ownership of their own grade level and lifelong learning.

Academic Success:

Each year, California Assessment of Student Performance and Progress testing data (CAASPP) as well as formative and summative multiple local measures (STAR 360 and i-Ready) will be utilized to monitor student progress within ILPs and ensure grade level growth and career exploration.

Rigor:

Teachers and staff model HET strategies through explicit direct instruction with professionalism and encouragement that allow students to apply critical thinking skills, meet rigorous state standards, and solve relevant real-world problems.

Charter Student Demographics:

2023-24 Enrollment: 55

TK-K: 9

1st-2nd grade: 19

3-5th grade: 14

6th-8th grade: 13

Total Males- 45% Total Females- 55%

District's Data: (CBEDS Oct 4, 2023)

Student population is White 55.51%- Hispanic 26.42%- Two or More Races 14.84%- Asian 3.23%

LCFF Unduplicated count is 27.34%

Free/Reduced lunch is 15%

English learner population is 4%

Special Education enrollment is 11%

Foster Youth population is 0%; Homeless population is 2%; Migrant population is 0%

P2P provides to all students as part of the basic educational program:

- 1) Safe and clean facilities-The Charter's facilities include four classrooms, two resource learning rooms, grade level libraries within each classroom (to best support the education of all district students) surrounded with perimeter fencing. In addition, Peak to Peak has two designated playground areas with a swing set and multiple desirable primary, intermediate, and middle grade outdoor playground choices.
- 2) State Adopted Common Core Textbooks in English Language Arts (ELA) and Mathematics, History-Social Science (HSS) and Science. Peak to Peak also contracts science content curriculum through Mystery Science which incorporates NGSS.
- 3) Well-trained certificated, classified, and administrative staff
- 4) Small class size with low student-teacher ratios: Primary (TK-K and 1st-2nd), Intermediate (3rd-5th), and Middle School (6th-8th), and TK-8th Special Education services for identified students through Resource Specialist Program (RSP-Mild/Moderate)
- 5) English Language Learners (ELL) services for identified students

For the purpose of this LCAP document, basic services includes the following:

- 1) Student safety and supervision
- 2) Credentialed classroom teachers
- 3) Office support staff
- 4) Sufficient textbooks and supplies for all subject areas to teach CCSS
- 5) Charter provision of free breakfast, recess, and lunch snacks and milk/juice for all students as requested
- 6) Facility, maintenance, and operations services

Reflections: Annual Performance

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

Broad Goal #1: By 2027, the Charter will increase the percentage of students in Proficient/ Advanced levels in mathematics based on local fall, winter and spring benchmark measures of STAR 360 Math and i-Ready Math Diagnostic and annual CAASPP assessments comparison data by fully implementing CCSS in mathematics and instructional delivery at the DOK levels 3 & 4 to elevate rigor and engagement. (State LCFF Priority Areas/Goals 1/2/4/7/8)

Following reflection of the 2023-24 school year with a comprehensive assessment of P2P's 2024 CAASPP results, STAR 360 local performance indicator, and i-Ready diagnostic data, coupled with educator and stakeholder partnering, Peak to Peak Mountain Charter reveals progress in mathematics implementation under Broad Goal 1. Evidence exists showing effectiveness of Action 1.1 Raise Rigor/Engagement following HET Model to increase Mathematics CAASPP scores, and Action 1.2 Planning and Application of aligned and effective RTI strategies and enhanced 1-1 instructional tutoring following student ILP's trimesterly (State LCFF Priority Areas/Goals 1/2/4/7/8). Consequently, the 2024-25 LCAP has been written to support our students, families, teachers, and staff through the identified programs, services, and personnel to increase Common Core State Standards (CCSS) in Mathematics and implement DOK 3 & 4 levels within lesson deliveries.

Noteworthy Mathematics Successes include the following:

* 2024 CAASPP mathematics results schoolwide 3-8th grades revealed 53% of students met or exceeded mathematics standards in the Green Performance Level. Compared to 2022 Mathematics CAASPP of 48% met or exceeded and 2023 Mathematics CASSPP of 50% met or exceeded, there is positive trending growth of 5% over the three-year span.

The local measure of STAR 360 identified in the Longitudinal Report reveals students performing at/above grade level Benchmarks at the 40th Percentile Rank or higher nationally as of June 10, 2024:

Grade 1- 80% At/Above Benchmark
Grade 2- 56%
Grade 3- 50%
Grade 4- 67%
Grade 5- 75%
Grade 6- 40%
Grade 7- 0% (1 student enrolled)
Grade 8- 67%

Through the continued support of our P2P credentialed and long-term substitute permit teachers, classified instructional aides, staff, and community stakeholders in our 2024-25 LCAP committee work, Broad Goal 1 and Focus Goal 2 were addressed through Actions 1.1, 1.2,

and Actions 2.1, 2.2. Action 2.3 was not fully measureable; therefore, that Action has been eliminated. Focus Goal 2 data has been reviewed and determined ineffective; therefore, Actions 2.1 and 2.2 have been adjusted and refined. Following benchmark summative data, state testing results, and lesson observations, the 2024-25 LCAP planning has allowed a focused approach to the needs of our students and prioritize Home-To-School Transportation. Furthermore, P2P has also been able to continue Board and Stakeholder conversations to elevate the comprehensive Multi-Tier Systems of Support (MTSS) to locally control school attendance through transportation options. The elevated and proactive attendance conversations provide a deeper strategic path to control potential Home-To-School transportation pending Board approval. In addition to an ongoing focus on student engagement strategies in mathematics, whole student success through Life Skills remains a daily constant practice reflected in a positive in-person culture at our Charter and Mountain Community.

Our Charter's continued ELO-P state grant funding has allowed for Bear and Cub afterschool programs to thrive and deliver teaching & learning opportunities and experiences in performing arts, cartooning & digital art, STEM, cooking, Brain Builders art, and introductory music 1-1 and group lessons that include violins, drums, and piano. P2P has continued its partnership with Kern County Superintendent of Schools (KCSOS) and Professional Development opportunities around continuous improvement. Highly Effective Teaching Session II is scheduled to be in-person and onsite for professional development services on Thursday, August 8, 2024. Using data protocol to review the most up to date CA School Dashboard, identifying the problem of practices with root causes, and ongoing progress/implementation monitoring by P2P outline the Charter journey for 2024-25. Under Continuous Improvement, the Charter will demonstrate the implementation phase next year using ongoing data analysis and cycles of inquiry ensuring all students attain increasingly higher levels of achievement necessary to verify sustainability in mathematics and elevated attendance above 90% over multiple years through 2027.

Reflections: Technical Assistance

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

No Technical Assistance applicable

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.

P2P Charter not eligible as of 6/30/2024

Support for Identified Schools

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

P2P Charter not eligible as of 6/30/2024

Monitoring and Evaluating Effectiveness

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

P2P Charter not eligible as of 6/30/2024

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Board/ Stakeholders	Process for engagement centers around mathematics and attendance conversations, school site and classroom visitations that elevate necessary communication with teachers, principal and parents to better prepare for monthly scheduled Board meetings. Board members routinely volunteer their time and resources to increase Charter inventory such as donated food and snack items from local businesses, construction expertise and time on three weekends to erect three new Gazebos, and socio-emotional student support for attendance through student recognition in monthly perfect attendance pizza parties.
Teachers	Teachers take advantage of dedicated protected time as a primary means for competent engagement where committed professional development and trusted teacher/principal planning occurs weekly from 1:00-3:30 PM on Wednesdays. All teachers and school staff plan the weekly agendas on a mutual basis using shared Google Docs with their colleagues monthly that provides a sense of balance and responsibility. The cycle or rotation has shown to be inclusive in addition to allowing a forum for academic, social, and calendar planning.
Principal/School Administration	Principal conducts daily and weekly classroom teacher observations as a primary process for instructional engagement. A consistent practice allows the principal to enter on each weekly calendar the specific day for planned classroom walk through's (CWT's) in addition to nonscheduled visits for the purpose of supporting teaching & learning with a focus on mathematics.

Educational Partner(s)	Process for Engagement
Instructional Aides/ Office Management/ School Psychologist	<p>Charter plans in LCAP budget dedicate funding to secure instructional aide positions as a process for direct student engagement while reducing teacher/instructional aide to student ratio across all grade levels TK-8. Engagement directly happens between student and instructional aide generally in scheduled small group instruction settings where aides follow teacher's developed lessons around mathematics differentiation daily and weekly using scheduled rotations or cycles. Instructional aides also assist on a regular basis with parent conferencing as needed.</p> <p>Office Manager is responsible for front line office parent and staff engagement while, furthermore, has a valued and critical role to support teachers, staff, and key Charter programs-primarily attendance. The office manager position capitalizes on relationships with parents centered around trust and accuracy to work with parents/caregivers/families on attendance monitoring and support while adhering to CA ED Code.</p> <p>The process for engagement for the School Psychologist position has generally been through distant or remote engagement due to the nature of qualified and licensed pshycholgists residing away from Pine Mountain Club in Bakersfield or Valencia areas. The Board and parents always prefer in-person engagement when possible, but the Charter has practiced and developed a necessary skill set with Zoom and Google Meets to maximize the expertise of the School Psychologist with local Charter student needs on timely basis.</p>
Parents	<p>Parent Engagement is encouraged and scheduled through ILP's (Individual Learning Plans) where dedicated academic along with formative and summative,assessment review time between parent/caregiver/family is valued. Parents further engage throughout each trimester in changes or adjustments to the level of proposed expenditures on actions and improved services around academic, social, and daily attendance activities.</p>
Students	<p>The process for student engagement is scheduled monthly around Student Leadership activities. Students are taught and modeled leadership skills from a lead parent, staff instructional aide, teachers,</p>

Educational Partner(s)	Process for Engagement
	and principal. Agenda items for Student Leadership monthly meetings are built around following the democratic process when making student decisions on student activities, fieldtrip experiences aligned with monthly themes, 8th grade graduation, community service, Charter student store renovations, and useful civic responsibilities.
SELPA Administrator	Charter emailed the LCAP draft for input. The final LCAP document was emailed to SELPA and posted on P2P's website under the SELPA tab.

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

Educational partners and stakeholders were involved and provided inclusive, goal-oriented, and metric-driven feedback relevant to the development of both Goals 1 and 2 and corresponding Actions of the 2024-25 LCAP, the 2023-24 Annual LCAP Update, the 2024-25 Budget Overview for Parents, and the proposed 2024-25 Annual Budget. These aspects of the LCAP development may have been influenced by Focus Goal 2 ideals and inclusion of actions highlighted by the primary emphasis on mathematics achievement, and attendance options leading to a Home-To-School Transportation plan. Educational partners and stakeholders collectively deliberated and agreed on the elimination of Action 2.3 that would allow a more cohesive and realistic use of resources to focus on Actions 2.1 and 2.2. Below are some of the specific stakeholder feedback provided:

School Board/ Stakeholders:

- Monthly Board meetings allow for Board and Parent influencers to be recognized and valued around LCAP priorities of mathematics, and attendance.
- All five Board members have a stout record of volunteering their expertise and services throughout the academic school year
- Providing expertise in their fields of education (4 Board members are former educators), business, construction, and local influence have allowed Board and local stakeholders to grow the Charter despite a limited budget
- One Board member and local volunteer consistently deliver available local food bank donations to Charter to offset the Charter's food budget while providing more choices for healthy snacks and drinks to students daily

Teachers:

- Teachers express instructional technology challenges and successes related to adopted curriculum online resources and newly adopted instructional software: i-Ready. All teachers collectively agree the teaching component of i-Ready and the potential lessons available that match student's mathematics CCSS deficiencies by grade level has been useful.
- Noteworthy evidence during the intern credentialing journeys of all four current teacher preparation programs has blossomed into a tight knit unit by coordinated grade level sharing, planning around a common practice of mathematics and attendance that despite differing opinions on underlying issues has created a community of trust and reliance.
- All teachers express the need for increased planning time and preparation as evidenced in weekly (Wednesday) protected teacher planning time feedback

- Principal/ School Administration:
- Principal attends all Board meetings and all protected teacher planning time.
- Educational partnering by the principal with the Board, teachers, parents, students, and community is expected and a useful time well spent. One example was a recent June meeting with a Board member linked to the Kern Arts Council where the Charter is a recipient of a current Art grant through Kern that will allow teaching & learning personnel support during P2P's Summer Camp on June 24, 25 & 26. Furthermore, the Charter has positioned itself through this Board/Kern County Arts Council relationship to receive teaching & learning support one time weekly in-person (if Kern County Grant received in July) from a licensed and experienced local art teacher who will push-in lessons during regular instructional minutes.

Instructional Aides/ Office Management/ School Psychologist: Other school staff provide consistent and passionate input on key Charter issues around teaching and learning in 1-1 and small group instruction, school calendar, state and federal deadlines, special education expertise, and calendar alignment.

Parents:

- Parents express the need to support student mental health and social-emotional learning opportunities beyond mathematics achievement and attendance by additional outreach and counseling personnel
- Parents persistently expect the need to provide academic support to students, especially those with the greatest needs during the regular school day and at-home options using assigned ChromeBooks and educational software
- Parents show appreciation to be involved in opportunities to dialogue on school renovations. Numerous active parents bring a unique skill set to Charter and commonly make themselves available for school projects on a volunteer basis and sometimes with reasonable independent contract offers for Charter maintenance services

Students:

- Students share successes and challenges with Charter learning that include an additional local indicator adopted (i-Ready) across grades 1-8th as of June 10, 2024. The student feedback ranged from interest at school and not at home to repetitious sessions to high interest in relationship to their mathematics deficits
- Students express concerns about safety and preparedness drills predominantly relevant to forest fires and earthquakes. They ask pertinent questions around the fear and active preparedness of forest fires and equakes. It must be noted that P2P has a valued parent over a 10 year span who is a First Responder in Kern and Monterey Counties while providing expert preparation drills for P2P staff, community, and students simply because he is vested in the Charter and has had three children attend all grades through Peak to Peak Mountain Charter.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By 2027, the Charter will increase the percentage of students in Proficient/ Advanced levels in Mathematics based on local fall, winter and spring benchmark measures of STAR 360 Math, i-Ready Math Diagnostic, and CAASPP state testing data by full implementation of CCSS in mathematics and instructional delivery at the DOK levels 3 & 4 to elevate rigor and engagement. (State LCFF Areas/Priorities Goals1/2/4/7/8)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #1 is a Broad Goal encompassing the following State Indicators:

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 4: Student/Pupil Achievement
- Priority 7: Course Access and Conditions of Learning
- Priority 8: Other Pupil Outcomes

P2P serves all students including subgroups schoolwide since Unduplicated Pupil Percentage (UPP) is 27%, and no Title I funds are received.

* Recent 2024 CAASPP mathematics results schoolwide 3-8th grades revealed 53% of students met or exceeded mathematics standards in the Green Performance Level. Compared to 2022 Mathematics CAASPP of 48% met or exceeded and 2023 Mathematics CASSPP of 50% met or exceeded, there is positive trending growth of 5% over the three-year span.

The local measure of STAR 360 Longitudinal Report reveals At/Above grade level classroom %'s of students performing at grade level Benchmarks at the 40th Percentile Rank or higher nationally as of June 10, 2024:

- Grade 1- 80% At/Above Benchmark
- Grade 2- 56%

Grade 3- 50%
 Grade 4- 67%
 Grade 5- 75%
 Grade 6- 40%
 Grade 7- 0%
 Grade 8- 67%

Goal 1 has remained developed and necessary to reach Blue Performance Level on CA Dashboard.

Goal 1 Need Statement: Goal 1 has been determined to be a continued high priority Broad goal for our Charter through 2024-25 school year. Following maintenance of progress data using matched fall, winter, and spring STAR 360 mathematics data, an agreement to deliver full implementation of CCSS has been continued as designed to raise the rigor that consistently achieves DOK 3 & 4 as sustainable next instructional steps to increase proficiency in targeted math domains. One fully-credentialed part-time special education teacher and two intern-credentialed teachers join one PIP and one STP permit licensed teachers to deliver instruction for 2024-25 and are positioned to sustain Highly Effective Teaching; therefore, addressing CCSS through HET is in the best interests of teachers, administration, and mountain community stakeholders leading into the Charter's August 8, 2024 calendar date for session two of on-site professional HET development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 1- Basic Services (Local Indicator): 1.A. Teachers contracted with P2P are appropriately assigned and credentialed in the multiple subjects elementary area for the pupils they are teaching (School Accountability Report Card (SARC)/ Human Resources (HR).	1.A. Teachers contracted with Charter are appropriately assigned and credentialed in the multiple subjects elementary area for the pupils they are teaching. 2023-24 Baseline: All four teachers are appropriately assigned with Intern-Credentials, although, one teacher is PIP and one teacher is STP as of June 10, 2024.			Each teacher fully Credentialed to include 5-Year Preliminary credentials following completion of Intern Credentialing programs with Cal-Teach	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1.B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC)	1.B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC). 2023-24 Baseline: 100% per SARC Report			Peak to Peak can consider new curricular adoption based on CDE curriculum adoption cycle requirements	
1.3	1.C. School Facilities are maintained in good repair. (SARC)	1.C.School Facilities are maintained in good repair. 2023-24 Baseline: Good, based on 2022 SARC Report			Charter school facilities remain maintained at 100% with plans to renovate building and grounds under leased property lines to include area for Archery in Schools program and multi-purpose building	
1.4	State Priority 2- Implementation of State Academic Standards (Local Indicator): 2.A. The implementation of state board adopted academic content and performance standards for all students (Dashboard)	2.A. The Charter will implement state board adopted academic content to meet performance standards for all students 2023-24 Baseline: The Charter advanced from Yellow to Green on the 2024 Dashboard in Mathematics.			Meet and exceed Mathematics Standards within CCSS compared to state and mountain community schools in addition to similar statewide Charter schools and advance to Blue Performance Level by 2027.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	2.B. Programs and services enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	7.A. Students have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science). 2023-24 Baseline: 100% of students have access and remained enrolled in a broad course of study to include all core subject programs.			100% of students have access and remained enrolled in a broad course of study to include all core subject programs evidenced in Schoolwise Information System (SIS)	
1.6	State Priority 4- Pupil Achievement (Statewide Indicator): 4. Statewide Assessments (Dashboard/CAASPP Results).	2.B. The Charter will maintain 100% of ELD students gaining access to core material and instruction for CCSS. An additional 30 minutes for all ELD students is designated from ELD teacher to include instructional aides.			No English Learners are currently enrolled	
1.7	State Priority 7 - Course Access (Statewide Indicator): 7.A. Students have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science).	4. Charter will increase Pupil Achievement on Statewide Assessments 2023-24 Baseline: 2024 CAASPP Data revealed movement from Yellow to Green level on the 2024 Dashboard in Mathematics revealing a significant increase of			2027 CAASPP results evidence mathematics achievement to Blue Performance Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5% meeting and/or exceeding grade level mathematics standards in 3-8th grades				
1.8	7.B. Programs and services developed and provided to low income, English learner and foster youth pupils.	7. B. Programs and services are developed and provided to low income, English learner (EL) and foster youth pupils and schoolwide as no Title I funding is received 2023-24 Baseline: 100% of significant White, Hispanic, and Low Socioeconomic student groups have access to all broad course of study and/or programs and remain enrolled.			Peak to Peak maintains 100% of significant White, Hispanic, and Low Socioeconomic student populations have access to all broad course of study and/or programs and remain enrolled.	
1.9	7.C. Programs and services developed and provided to students with disabilities.	7.C. Programs and services are developed and provided to students with disabilities 2023-24 Baseline: 100% of students with disabilities have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science) aligned to an IEP or 504 Plan.			Peak to Peak maintains 100% of students with disabilities have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science) aligned to an IEP or 504 Plan.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	State Priority 8- Outcomes in a Broad Course of Study (Statewide Indicator): 8. Pupil outcomes for courses described under Education Code (EC) sections 51210 and 51220 (a) (i), as applicable (Local Measures)	8. Pupil outcomes for courses described under EC Sections 51210 and 51220 (a) (i), as applicable, will use Local Measure of STAR 360 and i-Ready Diagnostic mathematics trimesterly. 2023-24 Baseline: Pupil outcomes metric is targeted to Meet/Exceed At/Above grade level in STAR 360.			Pupil outcomes metric is targeted to Meet/Exceed At/Above grade level percentages on STAR 360 at a 5% annual growth rate trending positively through 2027.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores	<p>1.1 Raise Rigor (DOK) and Engagement to increase Mathematics CAASPP Scores:</p> <p>Peak to Peak will provide teacher and instructional aide training to implement effective DOK level 3 and 4 instruction in mathematics with a coaching component. Highly Effective Teaching instructional materials and professional development, laptop computers, and educational software will be used to support math instruction.</p> <p>WHAT: This action and the strategies listed below will be implemented to raise rigor/engagement to increase Mathematics CAASPP scores. This action will also support the five State Priority Areas: Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes</p> <p>WHO-Volunteer: Classroom teachers, instructional aides, and volunteers will be implementing many of the actions and strategies listed below.</p> <p>WHO-STUDENTS: This action targets direct support for all students schoolwide. Since P2P is not a Title I School, all students receive academically high need services. The Charter will utilize the Academic MTSS multi-tiered system of support which will target the programs and services based on the student need to support each student group in Action 1.1. The Charter's MTSS system of supports framework aligns Response to Instruction and Intervention with</p>	\$20,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the California State Standards and the pathways necessary to ensure social growth and academic success in mathematics.</p> <p>Action for English Learners: The Charter will follow ELD best practices and strategies to reach stated growth targets under Goal #1 and Action 1.1.</p> <ul style="list-style-type: none"> *An additional 30 minutes for all ELD students to be designated from ELD teacher to include instructional aides *Increased CCSS and ELD implementation through lesson plans and delivery with ELD teacher and instructional aides *Purchase of necessary ELD supplemental materials aligned to adopted ELD program to raise rigor and purposeful student engagement <p>Action for Students with Disabilities (SWD) (About 10%+ or - of student population):</p> <p>Following the Charter's Special Education Local Plan Area (El Dorado SELPA), Mathematics is targeted for 5% growth for our special education students. The El Dorado SELPA and our Special Education Team will follow best practices to support stated growth targets under Goal 1 and Action 1.1.</p> <ul style="list-style-type: none"> *Increased parent and student communication on IEP Actions *Increased CCSS implementation through lesson plans and delivery with certificated SPED teachers *Purchase of necessary materials to raise rigor and purposeful student engagement following HET instructional model <p>OUTCOME/MEASUREMENT:</p> <p>Raise Mathematics CAASPP percent of Met+Exceeded mathematics standards:</p> <p>Maintain and/or raise Mathematics results 5% from the 2023-24 baseline of Met+Exceeded, which by doing will directly address P2P students schoolwide including all subgroups.</p> <p>WHY- NEEDS, CONDITIONS, AND CIRCUMSTANCES:</p> <p>P2P's growth target of 5% to maintain and/or raise the percentage from baseline of 2023-24 performance results was identified. For the 2024-25 school year, P2P assesses under local measures of STAR 360 and i-Ready Mathematics and 2024 CAASPP testing, realizing student individual</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>performance results may be impacted. This continues P2P's commitment to multiple measure assessments.</p> <p>HOW- COMMITMENT TO NEW TEACHER PROFESSIONAL DEVELOPMENT, HET DOK LEVELS 3-4 Mathematics performance gaps will be addressed, and the Charter will develop and implement HET strategies that will target mathematics skills using CCSS rigorous content, purposeful student engagement methods, checking for understanding throughout lesson delivery, and aligned summative assessments to support students schoolwide with different learning needs. The strategies may include, but are not limited to, professional staff development, purchasing of educational support materials to help raise rigor, and Google Suite to help increase purposeful engagement in-person and independently to best access the mathematics content and skills identified in Individual Learning Plans. These strategies are designed to address some of the major root causes that are keeping our students from learning at DOK levels 3 & 4 and ultimately raising Mathematics CAASPP scores to Yellow/ Green / Blue Performance Levels respectively.</p> <p>EFFECTIVENESS: We believe these action and implementation strategies will be effective in helping the Charter maintain and/or raise mathematics scores based on CAASPP percent metrics of Met+Exceeded as listed previously. Monitoring and evaluation will be ongoing each trimester with a Charter goal of increased CAASPP results in Green Performance Level beginning in 2024-25 and sustainability through 2026-27 reaching Blue Performance Level.</p> <p>P2P-Strategies for Goal 1. Action 1.1: An estimated \$20,500 budget for Goal #1 Action 1.1 is intended for implementation support although each strategy will not be fiscally evaluated individually: Strategy 1.1.1: Professional Staff Development for HET and Google Suite Strategy 1.1.2: Technology/Learning Software support linked to rigor and purposeful student engagement Strategy 1.1.3: Parent Volunteer Professional Development Support</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	<p>1.2 Planning and application of Response to Intervention (RTI) strategies and lower teacher-student classroom ratios implementation across TK-8th grades targeting individual and small groups following identified mathematics needs within each Individual Learning Plan (ILP's) trimesterly.</p> <p>WHAT: This action and the strategies listed below will be implemented to raise rigor/ student engagement to increase Mathematics CAASPP scores. This action will also support the five State Indicators: Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes</p> <p>WHO-STAFF/Volunteers: Classroom teachers, instructional aides, and parent volunteers will be implementing many of the actions and strategies listed below. In order to realize high-quality volunteers, Charter administration, teachers and staff will proactively recruit, encourage, and prepare parents, community tutors, and high school volunteers through professional development in Common Core Math.</p> <p>WHO-STUDENTS: This Action targets direct support for all students schoolwide. Since P2P is not a Title I School, all students receive academically high need services. The Charter will utilize the Academic MTSS 3-tier levels which will target the programs and services based on the need to support each student group.</p> <p>Action for English Learners: The Charter will follow ELD best practices and strategies to reach stated growth targets under Goal #1 and Action 1.1. *An additional 30 minutes for all ELD students to be designated from ELD teacher to include instructional aides</p>	\$154,038.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>*Increased CCSS and ELD implementation through lesson plans and delivery with ELD teacher and instructional aides *Purchase of necessary ELD materials to raise rigor and purposeful student engagement</p> <p>Action for Students with Disabilities (SWD) (About 10% of the student population): Following the Charter's El Dorado SELPA, Mathematics is targeted for 27 points growth and ELA is targeted for 25 points growth for our SWD's. The El Dorado SELPA and our SPED Team will follow best practices to support stated growth targets under Goal #1 and Action 1.2.</p> <p>*Increased parent and student communication on IEP actions *Increased CCSS implementation through lesson plans and delivery with certificated SPED teachers *Purchase of necessary materials to raise rigor and purposeful student engagement</p> <p>OUTCOME/MEASUREMENT: Raise Mathematics CAASPP percent of Met+Exceeded in addition to Individual Student Goals identified in IEP's: Maintain and/or raise Mathematics results 10 percent from the 2023-24 baseline of Met+Exceeded will directly address P2P students schoolwide including all subgroups.</p> <p>WHY- NEEDS, CONDITIONS, AND CIRCUMSTANCES: P2P's growth target of 10% to maintain and/or raise the percentage from baseline of 2023-24 performance results was identified. For the 2023-24 school year P2P assessed under local measures of STAR 360 and i-Ready Diagnostic Mathematics and STAR 360 and i-Ready Reading and 2024 CAASPP testing, realizing student individual performance results may be impacted. This continues P2P's commitment to multiple measure assessments.</p> <p>HOW- COMMITMENT TO NEW TEACHER PROFESSIONAL DEVELOPMENT, HET DOK LEVELS 3-4 Mathematics performance gaps will be addressed, and the Charter will develop and implement HET strategies that will target Mathematics skills using CCSS rigorous content, purposeful student engagement methods,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>checking for understanding throughout lesson delivery and aligned summative assessments to support students schoolwide and SWD's with different learning needs. The strategies may include, but are not limited to, professional staff development, purchasing of educational support materials to help raise rigor, and Google Suite to help increase purposeful engagement in-person and independently to best access the content and skills being learned. These strategies are designed to address some of the major root causes that are keeping our students from learning at DOK levels 3 & 4 and ultimately raising Mathematics CAASPP scores to Yellow/Green Levels respectively.</p> <p>EFFECTIVENESS: We believe these action and implementation strategies will be effective in helping the Charter maintain and/or raise mathematics scores based on CAASPP percent metrics of Met+Exceeded as listed previously. Monitoring and evaluation will be ongoing each trimester and according to Individual Student IEP timelines with a Charter goal of increased CAASPP results beginning in 2024-25 and sustainability through 2026-27.</p> <p>P2P Strategies for Goal #1. Action 1.2: An estimated budget of \$154,038 for Goal #1 Action 1.2 is intended for implementation support although each strategy will not be fiscally evaluated individually: Strategy 1.2.1 Instructional Aide classified instructional support for RTI/1-1 Tutoring and Small Group Differentiation Strategy 1.2.2 Smaller class sizes (extra teacher) Strategy 1.2.3 Special Education Teaching and Learning and SEL Support Strategy 1.2.4 After School Program (Expanded Learning Opportunities)</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By 2027, P2P will expand and achieve a comprehensive Multi-tiered System of Supports (MTSS) to increase school attendance above 90% ADA while reducing chronic absenteeism. (State LCFF Priority Areas/Goals 3/5/6)	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

State Indicators:
 Priority 3: Parent Involvement
 Priority 5: Supporting Student Engagement
 Priority 6: School Climate and Connectedness

Peak to Peak Mountain Charter serves all students schoolwide and significant White, Hispanic, and Low Socioeconomic unduplicated student groups. P2P's Unduplicated Pupil Percentage (UPP) is approximately 27%, and no Title I funds are received. The California Dashboard for P2P reveals less than acceptable attendance data below 90% ADA and has identified Chronic Absenteeism in 2023 at 59.1% which was an increase from 57.1% in 2022 showing red level performance. The Charter Board approved a proactive and customized approach to dive into the root of the poor attendance data by conducting a local and mountain community Parent Survey designed to assess parent's perception of school climate, student supports, learning environment and underlying attendance challenges. The community's attendance challenges appear to be vast and complex for multiple TK-8th grade students and families requiring a bold and multifaceted approach that is scalable and sustainable under local Charter control. Through LCAP planning, Board direction and support, stakeholder involvement, teachers, parents, staff and volunteer's input, a positive and realistic MTSS continuation step for 2024-25 has surfaced: Home-To-School Transportation Plan options under local Charter control. The Transportation Model would allow general funds pending June 27, 2024 Board approval to be used for lease/purchase of school van/bus to provide school funded transportation for students in need for the first time in the Charter's existence. The Home-To-School Transportation Plan will be principally directed towards and effectively targeting daily attendance to reduce Chronic Absenteeism and increase daily/weekly/monthly ADA. Actions 2.1 and 2.2 for Goal 2, listed below, will provide the Charter an opportunity to control attendance loss due to families, parents, and caregiver challenges of personal transportation.

Goal 2 Need Statement: Goal 2 has been sustained as a high priority focus goal for the Charter. Furthermore, Home-To-School Transportation options have been addressed at a high level during School Board and LCAP meetings. The School Board is considering leasing/purchasing a 10 passenger school van from KCSOS and/or the purchase of a new school van, although the wait time for delivery is

between 9-12 months. Addressing attendance strategies prior to the beginning of the 2024-25 school year is timely and in the best interests of parents, students, teachers, staff and stakeholders.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 3. Parent Involvement: 3.A. Promoting parental participation in the programs for students schoolwide	State Priority 3.A. Promoting parental participation in the programs for students schoolwide Baseline 2023-24: The Charter will encourage parental participation that meets the Charter Standards as evidenced in 2018-2023 Charter Petition in 90% of the following activities: parent volunteer hours and events, Back to School Night, Parent ILP Conferences each trimester, PTSO-SAC Events, Field Trips, 8th Grade Graduation and End of Year (EOY) Program, scheduled Board meetings, Student Success Team (SST) meetings, and IEP's.			90% Parent Participation verified in the following activities: parent volunteer hours and events, Back to School Night, Parent ILP Conferences each trimester, PTSO-SAC Events, Field Trips, 8th Grade Graduation and End of Year (EOY) Program, scheduled Board meetings, Student Success Team (SST) meetings, and IEP's.	
2.2	State Priority 3. Parent Involvement:	State Priority 3.B. Promoting parental participation in			The Charter expects parental participation that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3.B. Promoting parental participation in programs for UPP students to include the needs of foster youth, English learners, and low-income students	<p>programs for identified UPP students to include the needs of foster youth, English learners, and low-income students</p> <p>Baseline 2023-24: The Charter will encourage parental participation that meets the Charter Standards as evidenced in 2018-23 Charter Petition for UPP students by providing small group and individualized RTI and/or 1-1 tutoring support if necessary for mathematics and English-language arts lessons.</p>			meets the Charter Standards as evidenced in 2018-23 Charter Petition for UPP students by providing small group and individualized RTI and/or 1-1 tutoring support if necessary for mathematics and English-language arts lessons.	
2.3	State Priority 3. Parent Involvement: 3.C. Promoting parental participation in programs for individuals with exceptional needs	<p>State Priority 3.C. Promoting parental participation in programs for individuals with exceptional needs identified through IEP's</p> <p>Baseline 2023-24: The Charter will encourage parental participation that meets the Charter Standards as evidenced in 2018-23 Charter Petition for individuals with exceptional needs by</p>			The Charter expects parental participation that meets the Charter Standards as evidenced in 2018-23 Charter Petition for individuals with exceptional needs by providing individualized RTI and/or 1-1 tutoring support aligned with IEP Goals if necessary for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		providing individualized RTI and/or 1-1 tutoring support aligned with IEP Goals if necessary for mathematics and English-language arts lessons.			mathematics and English-language arts lessons.	
2.4	State Priority 5. Supporting Student Engagement: 5.A. Reducing Chronic Absenteeism Rates	State Priority 5.A. Reducing Chronic Absenteeism Per Charter Dashboard: Baseline 2023-24: Reduce Chronic Absenteeism Rate by a minimum of 10% from 2022-23 rate of 58.6%.			Reduce Chronic Absenteeism Rate by a minimum of 10% from 2022-23 rate of 58.6%.	
2.5	State Priority 5. Supporting Student Engagement: 5.B. Increasing School Attendance Rates	State Priority 5.B. Increasing School Attendance Rates evidenced in Schoolwise SIS Baseline 2023-24: Increase ADA by 10% annually			Increase ADA by 10% annually to reduce Chronic Absenteeism	
2.6	State Priority 5. Supporting Student Engagement: 5.C. Middle School Dropout Rates	State Priority 5.C. Maintaining 0% Middle School Dropout Rate			Maintain 0% Middle School Dropout Rate through 2027	
2.7	State Priority 6: School Climate and Connectedness:	State Priority 6. Secure a sense of school safety and connectedness			Charter will reveal a positive upward attendance trend	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A. Sense of Safety and School Connectedness	2023-24 Baseline: Charter will increase Average Daily Attendance (ADA) to above 90% from current ADA of 89.72%			to surpass 93% ADA by 2027 with a 0% Suspension Rate and 0% Expulsion Rate	
2.8	State Priority 6: School Climate and Connectedness: B. Suspensions	State Priority 6. Secure a sense of school safety and connectedness 2023-24 Baseline: Charter will maintain 0% Suspension Rate			Charter will maintain 0% Suspension Rate through 2027	
2.9	State Priority 6: School Climate and Connectedness C. Expulsions	State Priority 6. Secure a sense of school safety and connectedness 2023-24 Baseline: Charter will maintain 0% Expulsion Rate			Charter will maintain 0% Suspension Rate through 2027	
2.11						
2.12						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism	<p>Chronic Absenteeism RED Status schoolwide and for significant student groups of White, Hispanic, and Low Socioeconomic populations. This adjusted and revised Goal 2 will address this CA Dashboard status.</p> <p>2.1 Implement the Charter attendance policy approved by School Board imbedded in Charter Discipline Matrix that includes potential attendance consequences relevant to Chronic Absenteeism</p>	\$5,000.00	Yes
2.2	Action 2.2 Raise Attendance Rates to reduce Chronic Absenteeism	<p>RED Status for schoolwide, and significant White, Hispanic, and Low Socioeconomic student groups identified on CA Dashboard. This Goal will address this status.</p> <p>2.2 MTSS-Raise daily/weekly/monthly/trimesterly Attendance Rates and reduce Chronic Absenteeism through the application of positive and supportive alternative measures to Chronic Absenteeism through a Home-To-School Transportation Plan, Charter Attendance Incentive program, and/or other strategies recommended by the CDE around Chronic Absenteeism.</p>	\$60,000.00	Yes
2.3				

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$27,693	\$0

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
5.305%	0.000%	\$0.00	5.305%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: 1.1 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores</p> <p>Need: Performance growth on Mathematics benchmark and state testing for significant subgroups of White, Hispanic, and Low Socioeconomic</p>	Action 1.1 addresses the unique identified needs schoolwide and to significant White, Hispanic, and low socioeconomic unduplicated student groups according to each Individual Learning Plan (ILP) for the purpose to increase mathematics achievement. The instructional model of Highly Effective Teaching (HET) by Susan Kovalik combines neuroscience and daily Life Skills practice. Furthermore, Depth of Knowledge Levels 3 & 4, Rigor and Student Engagement are prioritized professional development agenda	The identified metrics to monitor the effectiveness of Action 1.1 are STAR 360 at/Above Grade Level percentages by grade level, i-Ready Diagnostic benchmark results linked to i-ready imbedded teaching & learning lessons imbedded in the instructional software, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>items. After analyzing student benchmark data each trimester, teachers and principal are able to develop instructional next steps for each significant White, Hispanic, and Low Socioeconomic student subgroup and schoolwide around key or targeted Common Core State Standards per pupil.</p>	<p>mathematics CAASPP state testing.</p>
<p>1.2</p>	<p>Action: Action 1.2 RTI program and lower teacher-student ratio Implementation</p> <p>Need: Performance growth on Mathematics local indicators benchmarks and CAASPP state testing</p> <p>Scope: Schoolwide</p>	<p>Action 1.2 addresses the unique identified mathematics deficits schoolwide and for each significant White, Hispanic, and low socioeconomic unduplicated student groups according to each Individual Learning Plan (ILP) for the purpose to increase mathematics achievement.</p> <p>RTI and 1-1 Tutoring are designed to address individual students in mathematics specifically targeting identified CCSS for each student and assessed formatively and summatively each trimester. Communication and sharing of performance results are paramount and scheduled individually with each parent, caregiver, and/or family advocate trimesterly. RTI and 1-1 tutoring takes place daily and weekly through small group rotations and 1-1 sessions with prepared teachers and instructional aides during regular instructional minutes, 20 minute lunch sessions, and/or 15 minute after school sessions prior to Bear and Cub Academies.</p>	<p>The identified metrics to monitor the effectiveness of Action 1.2 are STAR 360 at/Above Grade Level percentages by grade level, i-Ready Diagnostic benchmark results linked to i-ready imbedded teaching & learning lessons imbedded in the instructional software, CAASPP state testing, and student project artifacts.</p>
<p>2.1</p>	<p>Action: Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism</p> <p>Need:</p>	<p>The Action 2.1 addresses needs that could be remedied by an Outreach Specialist personnel position dedicated to targeting 10-15 identified White, Hispanic, and Low socioeconomic students through positive behavioral support and School Discipline Matrix measures when appropriate.</p>	<p>ADA increases that reduce Chronic Absenteeism overall percentage by 5% and from Red to Orange Performance Level on the CA Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Action 2.1 addresses the unique identified needs schoolwide and to significant White, Hispanic, and low socioeconomic unduplicated student groups for the purpose of potential punitive attendance measures according to Board adopted Charter Discipline Matrix: After School Detention. Furthermore, Average Daily Attendance (ADA) increases schoolwide and White, Hispanic, and Low Socioeconomic student groups need to collectively increase ADA above the 90% threshold. Identified needs include family transportation challenges, personal family dynamics, poor punctuality habits, parent and caregiver irresponsibility, and a lack of positive behavioral supports.</p> <p>Scope: Schoolwide</p>		
2.2	<p>Action: Action 2.2 Raise Attendance Rates to reduce Chronic Absenteeism</p> <p>Need: Action 2.2 addresses the unique identified needs schoolwide and to significant White, Hispanic, and low socioeconomic unduplicated student groups for the purpose of establishing and implementing a Home-To-School Transportation Plan option. Based on Chronic Absenteeism attendance data, an Outreach Specialist, teachers and principal can target specific students for customized attendance support through Charter approved transportation. Identified needs include parent</p>	Home-To-School Transportation options include lease/purchase of school van/bus	Schoolwise ADA Weekly and monthly reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and caregiver transportation challenges, personal family dynamics, poor punctuality habits, parent and caregiver irresponsibility, and a lack of positive behavioral supports.</p> <p>Scope: Schoolwide</p>		

Limited Actions

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

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

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

Peak to Peak Mountain Charter increases services for all students schoolwide to include significant identified White, foster youth, English learners, and low-income student groups through multiple avenues. The Charter hires an additional instructional aide for primary, intermediate, and middle school grade levels to address individualized mathematics deficits at an early age schoolwide through 1-1 and small group RTI support during regular instructional and expanded learning minutes and initial lesson delivery to include mathematics differentiation strategies.

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.

N/A as P2P does not receive concentration grant funding

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	1:8	0
Staff-to-student ratio of certificated staff providing direct services to students	1:16	0

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$522,030	\$27,693	5.305%	0.000%	5.305%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$159,538.00	\$79,000.00		\$1,000.00	\$239,538.00	\$167,038.00	\$72,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1.1 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	2024-25	\$9,000.00	\$11,500.00	\$10,500.00	\$9,000.00	\$0.00	\$1,000.00	\$20,500.00	0
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	2024-25	\$154,038.00	\$0.00	\$114,038.00	\$40,000.00	\$0.00	\$0.00	\$154,038.00	0
2	2.1	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	2024-25	\$4,000.00	\$1,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0
2	2.2	Action 2.2 Raise Attendance Rates to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	2024-25 School Year	\$0.00	\$60,000.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$60,000.00	0

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$522,030	\$27,693	5.305%	0.000%	5.305%	\$159,538.00	0.000%	30.561 %	Total:	\$159,538.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$159,538.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	\$10,500.00	0
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	\$114,038.00	0
2	2.1	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	\$5,000.00	0
2	2.2	Action 2.2 Raise Attendance Rates to reduce Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Peak to Peak TK-8	\$30,000.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$117,728.00	\$128,755.00

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	1.1 Raise Rigor/Engagement to increase Mathematics annual CAASPP scores	No	\$11,230	\$12,500
			Yes		
1	1.2	Action 1.2 Planning and Application of aligned and effective Response to Intervention (RTI) strategies and enhanced 1-1 Instructional Tutoring following student Individual Learning Plans (ILP's) trimesterly	No	\$94,416	\$100,500
			Yes		
2	2.1	Action 2.1 Create and implement a Charter attendance policy approved by School Board in alignment to current Charter Discipline Matrix that includes potential attendance consequences relevant to Chronic Absenteeism by Home to School Transportation option	No	\$1,000	\$1,200
			Yes		
2	2.2	Action 2.2 MTSS-Raise daily/weekly/monthly/trimesterly Attendance Rates to above 90% and reduce Chronic Absenteeism	No	\$11,082	\$14,555
			Yes		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$27,693	\$117,728.00	\$128,255.00	(\$10,527.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Raise Rigor/Engagement to increase Mathematics annual CAASPP scores	Yes	\$11,230.00	\$12,500		
1	1.2	Action 1.2 Planning and Application of aligned and effective Response to Intervention (RTI) strategies and enhanced 1-1 Instructional Tutoring following student Individual Learning Plans (ILP's) trimesterly	Yes	\$94,416.00	\$100,000		
2	2.1	Action 2.1 Create and implement a Charter attendance policy approved by School Board in alignment to current Charter Discipline Matrix that includes potential attendance consequences relevant to Chronic Absenteeism by Home to School Transportation option	Yes	\$1,000.00	\$1,200		
2	2.2	Action 2.2 MTSS-Raise daily/weekly/monthly/trimesterly Attendance Rates to above 90% and reduce Chronic Absenteeism	Yes	\$11,082.00	\$14,555		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$522,030	\$27,693	0.000%	5.305%	\$128,255.00	0.000%	24.569%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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