



LCFF Budget Overview for Parents

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

CDS Code: 15-63628-0128504

School Year: 2025-26

LEA contact information:

Heather Chowdhury

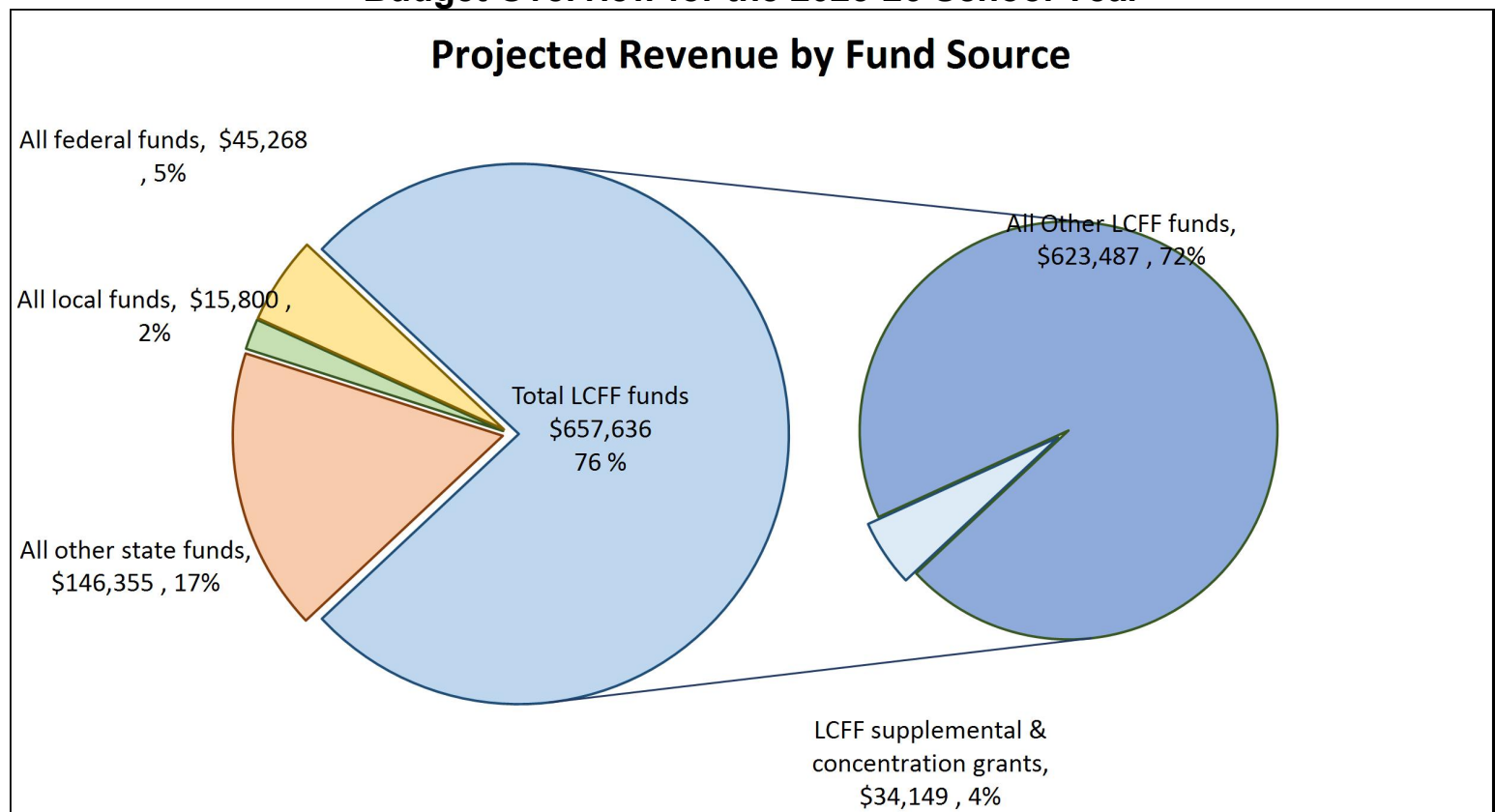
Lead Teacher/Administrative Designee

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

Budget Overview for the 2025-26 School Year

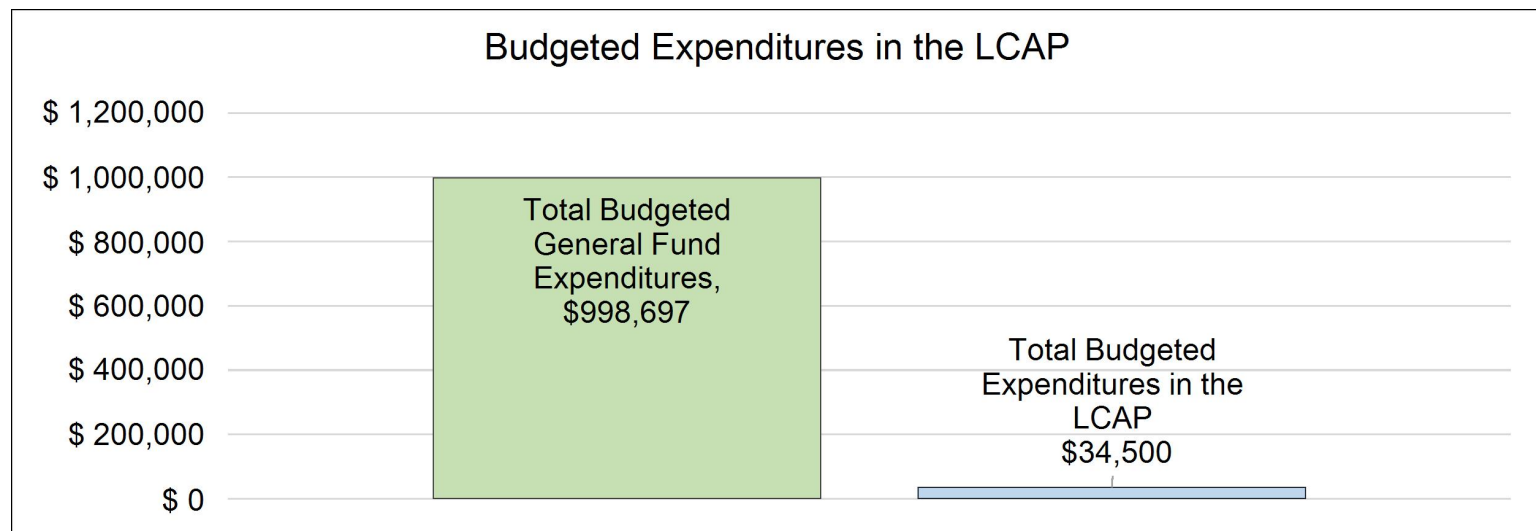


This chart shows the total general purpose revenue Peak to Peak Mountain Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak to Peak Mountain Charter is \$865,059, of which \$657,636 is Local Control Funding Formula (LCFF), \$146,355 is other state funds, \$15,800 is local funds, and \$45,268 is federal funds. Of the \$657,636 in LCFF Funds, \$34,149 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 2025-26. 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 \$998,697 for the 2025-26 school year. Of that amount, \$34,500 is tied to actions/services in the LCAP and \$964,197 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All personnel, benefits, books and supplies, services and other programs not included in the LCAP.

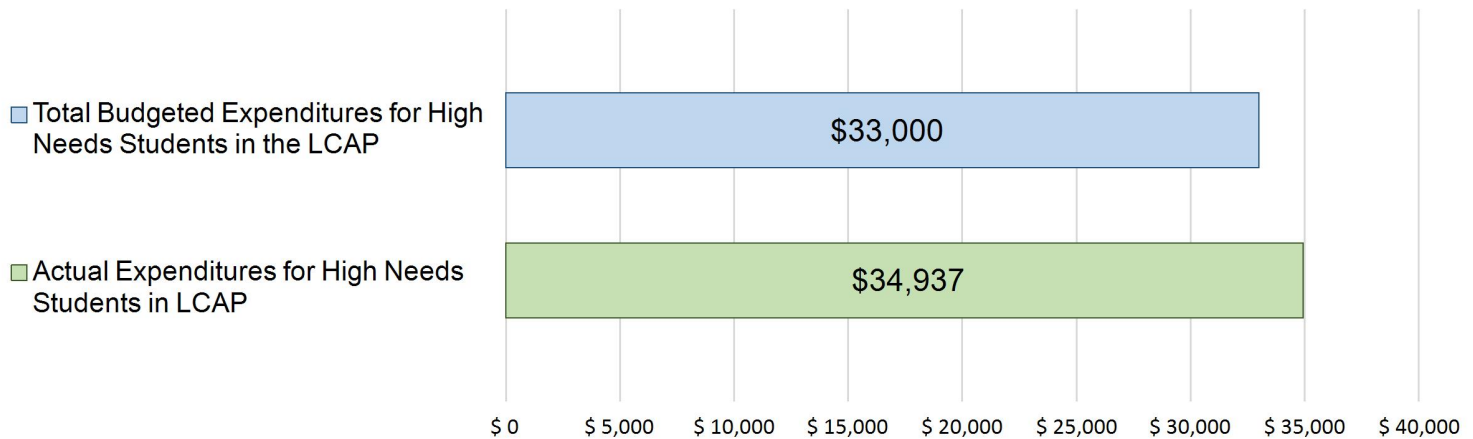
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Peak to Peak Mountain Charter is projecting it will receive \$34,149 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 \$34,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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



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 2024-25, Peak to Peak Mountain Charter's LCAP budgeted \$33,000 for planned actions to increase or improve services for high needs students. Peak to Peak Mountain Charter actually spent \$34,937 for actions to increase or improve services for high needs students in 2024-25.



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	Heather Chowdhury Lead Teacher/Administrative Designee	hchowdhury@p2pcharter.org (661)242-3811

Plan Summary [2025-26]

General Information

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

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:

2024-25 Enrollment: 55

TK-K: 9

1st-2nd grade: 19

3-5th grade: 18

6th-8th grade: 9

Total Males- 56% Total Females- 44%

District's Data: (CBEDS May 13, 2025)

Student population is White 60%- Hispanic 25.5%- Two or More Races 20%- Asian 5.5%

LCFF Unduplicated count is 27.34%

Free/Reduced lunch is 3%

English learner population is 0%

Special Education enrollment is 20%

Foster Youth population is 0%; Homeless population is 0%; 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 2024-25 school year with a comprehensive assessment of P2P's 2023-2024 CAASPP results, quarterly STAR 360 local performance indicator, and quarterly 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:

Our Dashboard math scores increased significantly, by 15.9 points, to where the school is only -12.4 points avg Distance from State standard (DFS). Our daily math instruction and tutoring with instructional math aides showed an improvement in our student math skill and comprehension.

The local measure of STAR 360 identified in the Longitudinal Report reveals 48% of students performing at/above grade level Benchmarks as of May 14, 2025.

Our Dashboard ELA scores: According to the 2024 California School Dashboard, Peak to Peak Mountain Charter performed 15.1 points above the standard in English Language Arts. While this represents a slight decline of 3.8 points from 2023, the Charter continues to outperform the state average by a significant margin. The positive difference of 28.3 points between the school's performance and the state benchmark highlights the continued strength of our ELA program, even amid year-over-year fluctuations.

Through the continued support of our P2P credentialed 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. 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, archery, 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. 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.

The 2024 California School Dashboard lists 45.2 % of Peak to Peak students as chronically absent, down from 59.1 % in 2023—a 13.9-percentage-point (24 %) improvement in a single year. While the figure is still too high, the additional days students are on campus are already paying academic dividends: STAR Math proficiency rose nine points, and CAASPP Mathematics scores climbed 15.9 points. A key driver of this attendance rebound has been the school's new monthly incentive program, which celebrates perfect attendance with class parties and public shout-outs during morning assemblies.

Attendance gains are reinforced by ecosystem-themed field trips that turn learning into an adventure—tide-pool explorations, data collection on national-forest hikes, and journal observations that later anchor writing, math, and NGSS lessons back in the classroom. Together, these positive-reinforcement strategies are reshaping school climate and making daily attendance genuinely compelling for every learner. To sustain momentum and move the chronic-absence indicator from Orange to Yellow by 2027, the charter will continue layered incentives and targeted outreach to families most affected by absenteeism

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	• Board received quarterly LCAP updates with math and attendance data; one full mid-year report in February. • Two trustees attended monthly LCAP Advisory Meetings alongside staff and parents. This afforded board members an opportunity to collaborate on the plan to improve math scores and chronic absenteeism. • Board members occasionally attended events or volunteered in classrooms and then debriefed at open sessions.
Teachers	• Wednesday “protected planning” block (1–3:30 p.m.) reserves one meeting per month for LCAP topics—data dives, goal tweaks, and action brainstorming. • Three formal PD sessions (i-Ready x2, Renaissance, HET/UDL) discussions tied to Goal 1 math rigor and Goal 2 attendance motivation. • In June the draft LCAP circulates at teacher meeting; every teacher can comment in real time. Throughout the year the teachers provided input for implementation of strategies that support both Goal 1 & 2 actions. The teachers have provided meaningful input to the development of the 2025-26 LCAP.
Principal/School Administration Team	

Educational Partner(s)	Process for Engagement
	• Admin/Lead teacher chairs all Advisory meetings, attends every board meeting, and conducts classroom visits using two prompt questions: “What’s working?” and “If you could change one thing...?” • Summarizes survey data and committee reports, drafts LCAP sections, and presents progress at board meetings.
Instructional Aides/ Office Management/ School Psychologist	• 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. Instructional aids provide input for the development of the LCAP through meetings with the principal and administrative lead teacher. • One aide attended monthly LCAP Advisory Meetings alongside other staff, board member and parents. This afforded instructional aides an opportunity to collaborate on the plan to improve math scores and chronic absenteeism. The representative then took LCAP ideas to and from the other instructional aides on staff. • Office Manager – Serves as the front-line contact for walk-ins, calls, and emails; logs parent concerns daily and flags urgent issues to the administrator immediately. Summarizes recurring themes for the monthly staff meeting, presents highlights at each Board session, and meets with the administrator every day to review attendance data and brainstorm solutions. During the April–May LCAP draft window, she enters written suggestions and cost notes

Educational Partner(s)	Process for Engagement
	directly into the working plan and provides technical and budget-tracking support for implementing each action. • 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 psychologists 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.
Parents/ Community	• 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. The administrative team seeks input for suggestions on how to improve the educational as well as the social emotional programs at the school. • Monthly LCAP Advisory Meeting includes one parent representative. • January 2025 Parent Committee signup survey (13 responses) launched Arts/Crafts, Grounds, Snow Patrol, Food, Grants, and Marketing/PR committees. • SAC hosts a Family Pizza Night at a local restaurant each month—an informal feedback forum that draws parents not active in SAC.
Students	• The process for student engagement is scheduled monthly around Student Leadership activities. Students are taught and modeled

Educational Partner(s)	Process for Engagement
	leadership skills from a lead parent, staff instructional aide, teachers, and principal. Agenda items for Student Leadership monthly meetings are built around following the democratic process when making student decisions on student activities, community service, Charter student store renovations, and useful civic responsibilities. Administrative Lead Teacher visits each classroom (April 2025) to discuss and gain input from every student. TK-8th graders produced “likes” (field trips, parties, peaceful forest setting) and improvement ideas (larger playground, cooked lunches). Grades 3-8th voted on prize incentive options for perfect attendance and math test score growth.
SELPA Administrator	Charter emailed the LCAP draft for input. The final LCAP document will be emailed to SELPA and posted on P2P's website.

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. 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. In May the Board reviewed and provided direct input for Actions and budget implications for the 2025-26 LCAP.

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 Team:

-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 23, 24 & 25. Furthermore, the Charter has positioned itself through this Board/Kern County Arts Council relationship to receive teaching & learning support one time weekly in-person 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/Community:

-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 earthquakes. 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 February 2025: Grade 1- 50% At/Above Benchmark Grade 2- 45%

Grade 3- 57%
 Grade 4- 67%
 Grade 5- 60%
 Grade 6- 75%
 Grade 7- 0%
 Grade 8- 100%

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 2025-26 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 multi-subject credentialed teachers join one PIP and one STP permit licensed teachers to deliver instruction for 2025-26 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	Peak to Peak employs 5 teachers: 3 hold full credentials (Clear Multiple Subjects, Preliminary Multiple Subjects, Education Specialist) and 2 are appropriately authorized under a STIP and PIP. All are assigned within their		Each teacher fully Credentialed to include 5-Year Preliminary credentials following completion of Intern Credentialing programs with Cal-Teach	INCREASE ---from 0 to 3 fully-credentialed teachers; staffing rose from 4 to 5 teachers; PIP count unchanged (1).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STP as of June 10, 2024.	authorization or valid permit.			
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	100% of students have daily and take-home access to state-adopted, standards-aligned mathematics materials, verified through the 2024-25 instructional-materials inventory.		Peak to Peak can consider new curricular adoption based on CDE curriculum adoption cycle requirements	MAINTAINED with 100% access to standards-aligned materials.
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	The June 2024 FIT inspection rated all classrooms and grounds “Good” with no items flagged for corrective action (=90 % in good repair).		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	Maintained facilities in good repair (Good; 0 items flagged both years).
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.	The charter completed the 2024 Dashboard Local-Indicator self-reflection and was marked “Met.” Evidence cited: full CCSS-aligned curriculum in place (adopted 2022), three standards-		Meet and exceed Mathematics Standards within CCSS compared to state and mountain community schools in addition to similar statewide Charter schools and advance to	Maintained “Met” status and added structured evidence (85 % proficient walk-throughs vs. no prior metric).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			focused PD days (Aug 2024, Oct 2024, Jan 2025), and bi-monthly admin walk-throughs showing 85 % of lessons rated “proficient” or higher on the CCSS implementation rubric.		Blue Performance Level by 2027.	
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.	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 enrolled in 2024-25; therefore, designated/integrated ELD minutes, reclassification data, and ELPAC participation rates are not applicable.		No English Learners are currently enrolled	No change — charter remains without EL population.
1.6	State Priority 4- Pupil Achievement (Statewide Indicator): 4. Statewide Assessments (Dashboard/CAASPP Results).	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 5% meeting and/or exceeding grade level	No English Learners are enrolled in 2024-25; therefore, designated/integrated ELD minutes, reclassification data, and ELPAC participation rates are not applicable.		No English Learners are currently enrolled	No change — charter remains without EL population.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		mathematics standards in 3-8th grades				
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).	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 TK-8 students received instruction in ELA, Mathematics, Science, History-Social Science, Visual/Performing Arts, PE (meeting minute requirements), and Health, as verified in the 2024-25 master schedule and weekly lesson plans.		2027 CAASPP results evidence mathematics achievement to Blue Performance Level	Maintained 100 % course access for all students.
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.	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 2024-25 school year verified on Charter's SIS Schoolwise, STAR 360, and i-Ready Diagnostic through February 16, 2025.		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.	No change. Maintained 100 % course access for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	100% of students with disabilities accessed the full course of study aligned to their IEP or 504 plans. Services included RSP push/pull, speech, para support, and math intervention; 100 % participated in CAASPP/CAA.		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.	Maintained 100 % access;
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.	STAR 360 Math (state-normed) shows that 44 percent of TK-8 students scored at or above the 40th percentile in fall 2024; this rose to 53 percent in the winter 2025 screening—a nine-percentage-point gain that exceeds the charter’s annual goal of +5 pp. By contrast, the nationally normed i-Ready Math diagnostic held steady: 46 percent of students were at/above the		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.	INCREASE + 9 pp. STAR Math (state-normed) proficiency increased from 44 percent of students at or above the 40th percentile in Fall 2024 to 53 percent in Winter 2025—a 9-percentage-point gain. This exceeds the charter’s annual target of +5 percentage points and confirms a positive upward trend in math achievement for 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			40th percentile in both the fall and winter windows. A deeper look at i-Ready “Typical Growth” indicates that five of eight grade spans met or exceeded expected growth, while Grades 6–7 did not, signaling the need for targeted support.			

Goal Analysis [2024-25]

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.

Overall implementation, challenges, successes

Substantive differences in the implementation of Actions 1.1–1.3 advanced mathematics achievement during 2024-25. Three on-site CCSS/HET professional-development sessions (Aug 2024, Oct 2024, Jan 2025) with Renaissance and i-Ready were delivered as scheduled. Two instructional aides provided daily RTI/MTSS rotations and 1-to-1 pull-outs; i-Ready licenses were activated for every student in August. No major barriers arose, although substitute shortages shortened the PDs to half-days. This work continues P2P’s commitment to multiple-measure assessments and rigorous Depth-of-Knowledge instruction.

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.

YES, there are Material differences between the originally budgeted Action allocations in June’s 2024 approved LCAP, the Board’s approved revision LCAP action budget allocations, and actual expenditures or 2024-25 implementation. The 2024-25 LCAP was revised in May 2025 due to a better understanding of the amount needed to support and effectively use the Supplemental and Concentration funding. With the retirement of principal midyear, additional analysis was conducted. It was determined to better focus the Action allocations (however, the actual Actions themselves remained intact and were implemented throughout the year) to the specific needs of the focus populations

required. All Action allocations for Goals #1 & 2 were modified and approved by the Board. Revised allocations for Goal 1 are indicated below:

The Goal 1 adjusted May LCAP Actions budget allocated \$31,500; estimated actual expenditures total \$31,430 Carrying over \$70:
Goal 1 Action 1 Professional Development allocated \$7,500 - \$7,430 = Carryover of \$70
Goal 1 Action 2 RTI aides allocated \$24,000 - \$24,000 = No Carryover

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

Effectiveness of specific actions: YES

Multiple measures confirm effectiveness. STAR Math (state-normed) proficiency at or above the 40th percentile climbed from 44 % in Fall 2024 to 53 % in Winter 2025 (+9 pp), surpassing the charter’s +5 pp target. CAASPP Math maintained its 2024 gain, holding Green performance with a 12.4-point Distance-from-Standard. i-Ready proficiency remained flat at 46 %, but Typical-Growth data show 5 of 8 grades on track. Walk-throughs rated 85 % of lessons “Proficient” or higher, and teacher feedback scored the Renaissance and i-Ready PD 4.6/5 for usefulness. Results validate professional learning and aide support while flagging Grades 6-7 for added intervention.

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.

Changes made for 2025-26 based on reflection

Actions remain largely intact with targeted refinements:

- Redirect aide hours and MTSS tutoring to Grades 6-7 math blocks.
- Continue three PD days, shifting focus to upper-grade conceptual math and DOK 3–4 tasks.
- Maintain i-Ready licenses (\$2,000) and set a new goal of 50 % of students meeting Typical Growth in every grade.
- Apply the \$70 carryover towards the after-school math homework help beginning September 2025.
- Added Action 1.3 to clearly separate the funding lines: professional development remains in Action 1.1, while math-software licensing is now detailed in Action 1.3, making each purpose explicit in the LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores	Action 1.1 – Professional Development: HET & DOK 3-4 Mathematics A full-day workshop led by a Kern County OE math specialist will train teachers and aides to design Highly Effective Teaching (HET) lessons and embed Depth-of-Knowledge (DOK) 3–4 tasks. Stipends/substitute costs and training materials total \$2 500 in LCFF funds. WHAT This action raises instructional rigor to boost CAASPP Mathematics results and supports five State Priorities: 1 – Basic Services 2 – Implementation of Standards 4 – Pupil Achievement 7 – Course Access 8 – Other Pupil Outcomes WHO – Staff & Volunteers All TK-8 teachers and the four math aides attend the workshop. Parent/community volunteers may join the afternoon lesson-planning segment. WHO – Students (School-wide Service) Higher-order tasks, richer math discourse, and common engagement routines benefit all students, with unduplicated pupils (EL, FY, LI) and SWD gaining the most from clearer language supports and reasoning scaffolds. OUTCOME / MEASUREMENT CAASPP Math – reduce Distance-from-Standard by = 5 points (2024 baseline) by Spring 2026. Walk-throughs – > 85 % of observed math lessons include a DOK 3–4 task. PD exit survey – average > 4.0 / 5 on “confidence designing DOK 3–4 tasks.” WHY – Needs, Conditions, Circumstances Even after a 15.9-point gain, students remain 12.4 points below standard; observation data show most tasks are still DOK 1-2. Raising cognitive demand is essential to close that gap.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		HOW – Implementation One full-day workshop early in the year (HET routines, task design, demo lessons). Teachers & aides refine tasks during regular Wednesday PLC meetings. Optional virtual coaching or pop-in support available as schedules allow. Admin conducts periodic, low-stakes walk-throughs and shares aggregate findings each trimester with the LCAP Advisory group. EFFECTIVENESS Action is considered effective if walk-through DOK rate $\geq 85\%$ and CAASPP DFS improves ≥ 5 points by 2026. Data reviewed each trimester. P2P Strategies – Action 1.1 has allocated \$2500 for these strategies. 1.1.1 – PD stipends / substitutes \$1,000 1.1.2 – Math Training & Materials \$1,500		
1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Action 1.2 RTI program and lower teacher-student ratio Implementation 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. The Instructional Aides will use research-based strategies such as: 1 to 1 and small instructional groupings, hands-on materials, such as math manipulatives, and develop number sense with DOK Level 3 & 4 activities. WHAT Four dedicated math aides will lower student-to-adult ratios and deliver daily Response-to-Intervention (RTI) support: 1-to-1 coaching, flexible small groups, math-manipulative stations, and DOK 3–4 number-sense routines. The action advances:	\$24,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 1 – Basic Services Priority 2 – Implementation of State Standards Priority 4 – Pupil Achievement Priority 7 – Course Access Priority 8 – Other Pupil Outcomes WHO – Staff & Volunteers Teachers, the four math aides, and trained parent/community volunteers implement the rotations. Administration recruits and onboards volunteers through brief Common-Core math workshops. WHO – Students Service is school-wide, with MTSS Tier 2/3 time blocks prioritizing: English Learners – extra 30-minute ELD/math block, vocabulary scaffolds, aide language supports. Foster Youth / Low-Income – guaranteed access to aides during independent-practice periods. Students with Disabilities (~ 17 %) – push-in support aligned to IEP goals; El Dorado SELPA target of +27 CAASPP Math points guides progress checks. OUTCOME / MEASUREMENT CAASPP Mathematics: increase % Met + Exceeded by 10 percentage points over 2023-24 baseline by Spring 2026. i-Ready / STAR 360: >= 60 % of students (and each unduplicated subgroup) meet Typical Growth each trimester. Walk-throughs: >= 85 % of observed lessons include aide-led DOK 3–4 tasks.		

Action #	Title	Description	Total Funds	Contributing
		WHY – Need, Conditions, Circumstances 2024 CAASPP shows P2P still 12.4 points below standard despite last year’s 15.9-point gain. Diagnostic data highlight unfinished fluency and reasoning skills best addressed through low-ratio, hands-on RTI groups. HOW – Implementation Scheduling: Prioritizes Grades 6-7, then TK-5 by need. Training: Aides receive training on HET engagement moves and manipulatives use (August PD). Data Days: After each i-Ready diagnostic, teachers & aides regroup students and set new goals. Monitoring: Admin reviews weekly usage minutes and growth dashboards; adjustments made within 48 hours when groups stall. EFFECTIVENESS Trimesterly growth data and CAASPP results will determine continuation. Success criteria: = 10 pp rise in Met + Exceeded and = 5 point drop in Distance-from-Standard for all subgroups. P2P Strategies – Action 1.2 the school is allocated \$24,000 for personnel strategy costs: 1.2.1 – Math-aide salaries (four aides, \$24 000) (Monitoring and evaluation continue each trimester and in IEP progress reviews, aligning with Goal 1 metrics.)		
1.3	Action 1.3 Instructional Materials for Mathematics	Action 1.3 Instructional Materials for Mathematics Highly Effective Teaching instructional training materials and educational math software will be used to support math instruction by teachers and Instructional Aides at all four DOK levels, however, targeting levels 3 & 4.	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 WHO-Volunteer: Classroom teachers, instructional aides, and volunteers will be using the materials purchased to support this action. WHO-STUDENTS: This action targets direct support EL, Foster Youth, Low Socioeconomic Disadvantaged (SED), Students with Disabilities (SWD), and also support 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 the California State Standards and the pathways necessary to ensure social growth and academic success in mathematics. Action for English Learners: The Charter will follow ELD best practices, strategies and materials to reach stated growth targets under Goal #1 and Action 1.3. *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		

Action #	Title	Description	Total Funds	Contributing
		Action for Students with Disabilities (SWD) (About 17-20% of student population): 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 and materials to support stated growth targets under Goal 1 and Action 1.3. *Increased parent and student communication on IEP Actions *Increased CCSS implementation through lesson plans and delivery with certificated SPED teachers *Purchase and use of necessary materials to raise rigor and purposeful student engagement following HET instructional model OUTCOME/MEASUREMENT: Raise Mathematics CAASPP points to decrease point gap for "Distance From Standard" mathematics standards: Maintain and/or raise Mathematics results to gain 5 points to decrease the gap from distance from standard which by doing will directly address P2P students schoolwide including all subgroups. WHY- NEEDS, CONDITIONS, AND CIRCUMSTANCES: Last year we were 28.3 points Distance From Standard. Although we made a significant increase of 15.9 points, we're still 12.4 points below standard. Of course more growth is needed. For the 2025-26 school year, P2P will assess using local measures of STAR 360 and i-Ready Mathematics and 2025 CAASPP testing, realizing student individual performance results may be impacted. This continues P2P's commitment to multiple measure assessments. HOW- COMMITMENT TO NEW TEACHER PROFESSIONAL DEVELOPMENT, HET DOK LEVELS 3-4 Through staff development, 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		

Action #	Title	Description	Total Funds	Contributing
		educational training support materials to help raise rigor 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. EFFECTIVENESS: We believe these action and implementation strategies will be effective in helping the Charter maintain and/or raise mathematics scores based on CAASPP points to decrease the distance from standard 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 2025-26 and sustainability until reaching the Blue Performance Level. P2P-Strategies for Goal 1. Action 1.3 with a \$2,000 allocation. \$2,000 budget for i-READY (47% of total cost) Strategy 1.3.1: Purchase Instructional materials		

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 – Student Engagement
 Priority 6 – School Climate & Connectedness

Peak to Peak Mountain Charter serves all TK-8 students, including significant White, Hispanic, and low-socioeconomic unduplicated groups. Dashboard data show chronic absenteeism at 59.1 % (Red, 2023) and ADA below the 90 % threshold (89.7 %, 2023-24). Stakeholder surveys cite limited childcare, inconsistent morning routines, and family work schedules as key barriers to regular attendance. Through 2024-25 LCAP planning the Board reaffirmed Goal 2 as a high-priority MTSS focus: increase daily attendance, reduce chronic absenteeism, and strengthen family engagement. Actions 2.1 and 2.2 below combine (1) clear attendance expectations and upcoming SARB implementation with (2) positive incentives and outreach supports designed to move the Dashboard indicator from Red to Yellow by 2027.

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:	90 % parent participation verified in the activities listed above (volunteer & sign-in sheets).		90% Parent Participation verified in the following activities: parent volunteer hours and events,	Maintained 90 % participation (no change).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			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: 3.B. Promoting parental participation in programs for UPP students to include the needs of foster youth, English learners, and low-income students	State Priority 3.B. Promoting parental participation in programs for identified UPP students to include the needs of foster youth, English learners, and low-income students Baseline 2023-24: The Charter will encourage parental participation that meets the Charter Standards as evidenced in 2018-	Charter met the same 90 % participation standard for UPP families (sign-in sheets).		The Charter expects 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	Maintained 90 % participation (no change).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			English-language arts lessons.	
2.3	State Priority 3. Parent Involvement: 3.C. Promoting parental participation in programs for individuals with exceptional needs	State Priority 3.C. Promoting parental participation in programs for individuals with exceptional needs identified through IEP's 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 providing individualized RTI and/or 1-1 tutoring support aligned with IEP Goals if necessary for mathematics and English-language arts lessons.	Charter met the 100 % participation standard for SWD families.		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 mathematics and English-language arts lessons.	Increased to 100% participation
2.4	State Priority 5. Supporting Student Engagement:	State Priority 5.A. Reducing Chronic Absenteeism Per Charter Dashboard:	P2P Chronic Absenteeism 2024 Dashboard Data reveals a 45.2%		Reduce Chronic Absenteeism Rate by a minimum of	Chronic-absenteeism fell from 58.6 % (2022-23 baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5.A. Reducing Chronic Absenteeism Rates	Baseline 2023-24: Reduce Chronic Absenteeism Rate by a minimum of 10% from 2022-23 rate of 58.6%.	rating which is a decrease of 13.9% from 2023 data showing 59.1% (Red); therefore, P2P is now in the orange for Standard Percentage and negatively above the State Standard Percentage for White subgroup.		10% from 2022-23 rate of 58.6%.	to 45.2 % in 2024-25 (-13.4 percentage points)—exceeding the 10 % reduction target and moving the school from Red to Orange on the CA Dashboard, although rates remain above the state standard for the White subgroup.
2.5	State Priority 5. Supporting Student Engagement: 5.B. Increaseing School Attendance Rates	State Priority 5.B. Increasing School Attendance Rates evidenced in Schoolwise SIS Baseline 2023-24: Increase ADA by 10% annually	2024-25 ADA >= 94.2% (up from 89.7 %).		Increase ADA by 10% annually to reduce Chronic Absenteeism	ADA rose to 94.2 %, a +4.5 pp gain toward the 10 % annual-increase goal.
2.6	State Priority 5. Supporting Student Engagement: 5.C. Middle School Dropout Rates	State Priority 5.C. Maintaining 0% Middle School Dropout Rate	0 % dropout maintained.		Maintain 0% Middle School Dropout Rate through 2027	No change.
2.7	State Priority 6: School Climate and Connectedness: A. Sense of Safety and School Connectedness	State Priority 6. Secure a sense of school safety and connectedness 2023-24 Baseline: Charter will increase Average Daily Attendance (ADA) to	ADA rose to 94.2 %, exceeding 90 % threshold.		Charter will reveal a positive upward attendance trend to surpass 93% ADA by 2027 with a 0% Suspension	Target met (+4.5 pp above 90 % threshold).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		above 90% from current ADA of 89.72%			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	0 % suspensions maintained.		Charter will maintain 0% Suspension Rate through 2027	No change.
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	0 % expulsions maintained.		Charter will maintain 0% Expulsion Rate through 2027	No change.

Goal Analysis [2024-25]

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.

Peak to Peak Mountain Charter maintains a strong commitment to improving student attendance through a multi-tiered system of monitoring, communication, intervention, and recognition. Weekly attendance tracking is conducted by administrative staff and reviewed during Friday operations meetings to identify patterns of chronic absenteeism and intervene early. The school implements same-day parent phone calls once a student reaches five cumulative absences, ensuring immediate family engagement and documentation of the reasons for absences. These proactive contacts often lead to personalized support plans or referrals to school counselors, academic tutors, or social-emotional services as needed.

To encourage a positive school culture and reinforce consistent attendance, monthly Perfect Attendance Celebrations are held for students with 100% attendance during the previous month. These celebrations may include certificates, small prizes, shout-outs during morning announcements, and special activities such as popsicle parties or lunchtime games—creating a culture of recognition and accountability.

Looking ahead, Peak to Peak staff will research and evaluate SARB (School Attendance Review Board) protocols and procedures to ensure alignment with California Education Code for the 2025–26 school year. This includes a review of required notifications, intervention timelines, and tiered documentation that supports due process while promoting family collaboration. As part of this review, the school plans to update

its local attendance intervention matrix to better reflect legal compliance, equity-based outreach practices, and supportive re-engagement strategies.

Throughout the 2024–25 school year, parent communication and recognition events occurred as scheduled, reinforcing trust, transparency, and collaboration between families and school personnel. This consistent implementation of attendance outreach and recognition strategies has played a key role in the Charter’s recent reduction in chronic absenteeism and will continue to be a central focus in future improvement plans.

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.

YES, there are Material differences between the originally budgeted Action allocations in June's 2024 approved LCAP, the Board's approved revision LCAP action budget allocations, and actual expenditures or 2024-25 implementation. The 2024-25 LCAP was revised in May 2025 due to a better understanding of the amount needed to support and effectively use the Supplemental and Concentration funding. With the retirement of principal midyear, additional analysis was conducted. It was determined to better focus the Action allocations (however, the actual Actions themselves remained intact and were implemented throughout the year) to the specific needs of the focus populations required. All Action allocations for Goals #1 & 2 were modified and approved by the Board. The revised allocations are indicated below:

Goal 2 budgeted adjusted May LCAP Actions allocated \$1,500 (incentives only). Actual spending was \$3,507 for incentives and supplies, overspending by \$2,007. No SARB funds were expended, as that action begins in 2025-26. Unspent dollars will carry forward for expanded incentives.

Action 2.1. $\$750 - \$650 =$ Carryover \$100

Action 2.2. $\$750 - \$2,857 =$ No Carryover

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

Yes, the implemented attendance-focused actions for the 2023–24 school year were demonstrably effective. Quantitative data from Schoolwise and qualitative feedback from stakeholders confirm significant improvement in student attendance and engagement.

Average Daily Attendance (ADA) increased from 89.7% in 2023–24 to 94.2% in 2024–25, reflecting a substantial +4.5 percentage point gain. This improvement signals stronger daily student presence, instructional access, and alignment with instructional minute requirements.

Chronic absenteeism decreased from 58.6% to 45.2%, a 13.4 percentage point reduction, exceeding the school’s established target of a 10% annual reduction. This drop illustrates the impact of intentional interventions, proactive outreach, and positive reinforcement strategies.

A multi-pronged approach supported this growth:

Monthly Perfect Attendance Celebrations were highly valued by students, as evidenced in mid-year and spring climate surveys. Students consistently cited recognition events, such as monthly certificates, classroom shout-outs, and reward-based activities (e.g., “Popsicle with the Principal”), as motivational and encouraging.

Same-day call-home protocols were implemented for students reaching five cumulative absences, with call logs showing an average 80% parent response rate. These immediate contacts allowed staff to problem-solve collaboratively with families, address barriers to attendance (e.g., transportation, illness, family transitions), and redirect students toward improved attendance habits.

Staff utilized weekly attendance tracking meetings, supported by Schoolwise reporting tools, to flag at-risk students early and intervene prior to escalation into chronic absenteeism.

Collectively, these strategies contributed to both measurable attendance gains and a strengthened home-school connection. The attendance team's collaborative effort and the consistency of implementation across classrooms and grade levels were key to the success of the initiative. These effective practices will be retained and expanded upon in the 2024–25 school year, alongside a planned review and revision of SARB protocols and alignment with Education Code compliance to strengthen systemic intervention capacity.

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.

Launch SARB panels in September 2025. • Shift incentives to a year-end “No-Miss” celebration. • Automate Schoolwise e-mail alerts at the third and fifth absence. • Maintain a \$5,000 incentive budget; set new targets of >=95 % ADA and >=40 % chronic-absence by June 2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism 2.1 Join SARB membership and consistently use SARB to increase growth in this area. Implement the Charter attendance policy approved by School Board imbedded in Charter Discipline Matrix that includes potential attendance consequences relevant to Chronic Absenteeism	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		WHY-To significantly reduce chronic absenteeism rates across all student groups by fully implementing the Charter's Board-approved Attendance Policy, which is embedded within the school's Discipline and Support Matrix, and by establishing formal engagement with a School Attendance Review Board (SARB). This action will also support these State Priority Areas: Priority 3 – Parent Involvement Priority 5 – Student Engagement Priority 6 – School Climate & Connectedness WHO-Volunteer: Admin. Team, Office Staff, Classroom teachers, Instructional aides, and Volunteers may support implementing the actions and strategies listed below. WHO-STUDENTS: This action targets direct support EL, Foster Youth, Low Socioeconomic Disadvantaged (SED), Students with Disabilities (SWD), and also support all students schoolwide. The Charter will utilize the 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 2.1. The Charter's MTSS system of supports framework aligns Response to Instruction and Intervention. Action for English Learners: The Charter will follow ELD best practices and strategies to reach stated growth targets under Goal #2 and Action 2.1. *An additional 30 minutes for all ELD students to be designated from ELD teacher to include instructional aides *Increased motivation for attendance with ELD implementation meaningful through lesson plans and delivery with ELD teacher and instructional aides Action for Students with Disabilities (SWD) (About 17-20% of student population): 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		

Action #	Title	Description	Total Funds	Contributing
		follow best practices to support stated growth targets under Goal 2 and Action 2.1. *Increased parent and student communication on IEP Actions related to attendance *Increased CCSS implementation through meaningful and targeted lesson plans and delivery with certificated SPED teachers OUTCOME/MEASUREMENT: A measurable reduction in chronic absenteeism by 5+ percentage points annually, with a long-term goal of bringing chronic absenteeism under 20% by 2026–27. Increased family engagement around attendance issues due to consistent communication and early intervention. Stronger alignment with California Education Code 48260–48273 regarding pupil attendance and SARB compliance. WHY- NEEDS, CONDITIONS, AND CIRCUMSTANCES: In the 2023–24 school year, Peak to Peak Charter saw a 13.4 percentage point drop in chronic absenteeism (from 58.6% to 45.2%), yet the rate remains significantly above the state benchmark. Continued progress requires systemic, policy-driven approaches paired with proactive family partnerships and legal compliance through SARB engagement. Fully implementing the Charter's Attendance HOW- Formal SARB Membership & Engagement: 1. Join an official SARB network (such as through the Kern County SARB or El Dorado SELPA), enabling access to consistent protocols, support services, and inter-agency collaboration. Implement a tiered intervention model aligned with Education Code and SARB protocols, including progressive communication steps, family conferences, and potential referrals to external services. 2. Operationalize the Attendance Policy: Fully enforce the Charter's Attendance Policy, which outlines clear thresholds for chronic absenteeism and includes escalating supports and consequences as outlined in the Discipline and Support Matrix. Ensure that policies are communicated clearly to families at enrollment, back-to-school nights, and through monthly attendance updates. 3. Monitor and Report Progress:		

Action #	Title	Description	Total Funds	Contributing
		Utilize Schoolwise and local SIS systems to track attendance weekly, flagging students nearing the chronic absenteeism threshold (18+ days absent per year). Schedule monthly attendance review meetings with administrative staff to evaluate trends, review individual student cases, and determine next-step interventions. Submit quarterly progress reports to the Charter School Board and LCAP Committee with data disaggregation by subgroup. EFFECTIVENESS: We believe these action and implementation strategies will be effective in helping the Charter maintain and/or lower To significantly reduce chronic absenteeism rates across all student groups by fully implementing the Charter's Board-approved Attendance Policy, which is embedded within the school's Discipline and Support Matrix, and by establishing formal engagement with a School Attendance Review Board (SARB). P2P-Strategies for Goal 2. Action 2.1: An estimated \$1,000 budget for Goal #2 Action 2.1 is intended for implementation support although each strategy will not be fiscally evaluated individually: Strategy 2.1.1: Join SARB Strategy 2.1.2: Fully Implement SARB		
2.2	Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism	Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism 2.2 Multi-Tier System of Support (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 Charter Attendance Incentive program, and/or other strategies recommended by the CDE around Chronic Absenteeism. WHY-To significantly reduce chronic absenteeism rates across all student groups by implementing an incentive program to support the Charter's	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Board-approved Attendance Policy, which is embedded in the 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 2.2. This action will also support these State Priority Areas: Priority 3 – Parent Involvement Priority 5 – Student Engagement Priority 6 – School Climate & Connectedness WHO-Volunteer: Admin. Team, Office Staff, Classroom teachers, Instructional aides, and Volunteers may support implementing the actions and strategies listed below. WHO-STUDENTS: This action targets direct support EL, Foster Youth, Low Socioeconomic Disadvantaged (SED), Students with Disabilities (SWD), and also support all students schoolwide. The Charter will utilize the 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 2.2. The Charter's MTSS system of supports framework aligns Response to Instruction and Intervention. Action for English Learners: The Charter will follow ELD best practices and strategies to reach stated growth targets under Goal #2 and Action 2.2. *An additional 30 minutes for all ELD students to be designated from ELD teacher to include instructional aides *Increased motivation for attendance with ELD implementation meaningful through lesson plans and delivery with ELD teacher and instructional aides Action for Students with Disabilities (SWD) (About 17-20% of student population): 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 2 and Action 2.2. *Increased parent and student communication on IEP Actions related to attendance		

Action #	Title	Description	Total Funds	Contributing
		*Increased CCSS implementation through meaningful and targeted lesson plans and delivery with incentives by certificated SPED teachers OUTCOME/MEASUREMENT: A measurable reduction in chronic absenteeism by 5+ percentage points annually, with a long-term goal of bringing chronic absenteeism under 20% by 2026–27. Increased family engagement around attendance issues due to consistent communication and early intervention through incentives. Stronger alignment with California Education Code 48260–48273 regarding pupil attendance and SARB compliance. WHY- NEEDS, CONDITIONS, AND CIRCUMSTANCES: In the 2023–24 school year, Peak to Peak Charter saw a 13.4 percentage point drop in chronic absenteeism (from 58.6% to 45.2%), yet the rate remains significantly above the state benchmark. Continued progress requires systemic, policy-driven approaches paired with proactive family partnerships and incentive programs should provide more student school engagement. HOW- Incentives and Engagement program Provide incentives to encourage full school participation and create an exciting atmosphere to entice students to be fully involved and attend school on a regular basis. The programs will be monitored through: • Weekly ADA snapshot (SchoolWise) • Monthly chronic-absence report by subgroup • Incentive-event sign-in / participation logs EFFECTIVENESS: We believe these action and implementation strategies will be effective in helping the Charter maintain and/or lower To significantly reduce chronic absenteeism rates across all student groups by fully implementing the Charter’s Board-approved Attendance Policy, P2P-Strategies for Goal 2. Action 2.2: An estimated \$5,000 budget for Goal #2 Action 2.2 is intended for implementation support although each strategy will not be fiscally		

Action #	Title	Description	Total Funds	Contributing
		evaluated individually: Strategy 2.2.1: Provide incentives to encourage full school participation Strategy 2.2.2: Create an exciting atmosphere to entice students to be fully involved and attend school on a regular basis		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$34,149	\$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
5.477%	0.000%	\$0.00	5.477%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: 1.1 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores Need: Performance growth on Mathematics benchmark and state testing for significant subgroups of White, Hispanic, and Low Socioeconomic, unduplicated, EL, SWD, and	Action 1.1 addresses the unique identified needs schoolwide and to significant White, Hispanic, and low socioeconomic unduplicated, EL, SWD, and homeless/foster youth student groups according to each Individual Learning Plan (ILP) for the purpose to increase mathematics achievement. The instructional model of Highly Effective Teaching combines neuroscience and daily Life Skills practice. Furthermore, Depth of Knowledge Levels 3 & 4, Rigor and Student Engagement are prioritized professional development agenda	% of lessons with DOK 3–4 tasks (target $\geq 85\%$). - CAASPP DFS change for unduplicated pupils (target –5 points). - Teacher PD exit-survey rating

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
	homeless/foster youth student groups;2024 Dashboard Math indicator remains Orange. Scope: Schoolwide	items. After analyzing student benchmark data each trimester, teachers and principal are able to develop instructional next steps for each student subgroup and schoolwide around key or targeted Common Core State Standards per pupil.	(target $\geq 4.0 / 5$).
1.2	Action: Action 1.2 RTI program and lower teacher-student ratio Implementation Need: Unduplicated pupils (EL, Foster Youth, Low-Income) trail peers on 2024 CAASPP Math, STAR 360, and i-Ready diagnostics; they need targeted small-group support to master prerequisite skills and close their Distance-from-Standard gap. Scope: Schoolwide	Action 1.2 funds four math aides to deliver RTI and 1-to-1 tutoring blocks that directly target each student's ILP math deficits. Providing the service school-wide keeps class groupings flexible, avoids stigma, and maximizes impact in our small rural TK-8 setting, where unduplicated pupils represent only 5 % of enrollment. Aides and teachers: - regroup students after every diagnostic, - confer with families each trimester on progress, and - run daily small-group rotations (during core minutes, lunch, or 30-min after-school Bear Academies).	i-Ready Diagnostic: % of unduplicated pupils meeting Typical Growth each trimester (target ≥ 60 %). STAR 360: mean scaled-score growth for unduplicated pupils vs. all students. CAASPP Math: change in % Met + Exceeded for unduplicated pupils (target +10 pp over 2023-24).
1.3	Action: Action 1.3 Instructional Materials for Mathematics Need: Gaps in foundational math skills and lower CAASPP Mathematics performance indicate that EL, Foster-youth, and Low-income students need targeted, individualized practice and timely progress data.	School-wide i-Ready licenses deliver adaptive lessons that meet each student at their skill level, auto-group unduplicated pupils for RTI, and give teachers diagnostic reports to redirect instruction immediately. Offering the program to every student keeps costs low, ensures mixed-ability classrooms can flexibly regroup, and prevents unduplicated pupils (5 % of enrollment) from being isolated or stigmatized.	i-Ready Diagnostic: % of unduplicated pupils meeting Typical Growth each trimester (target ≥ 60 %). CAASPP Mathematics: change in Distance-from-Standard for unduplicated group (target +5 points).

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
	Scope: Schoolwide		Usage analytics: average weekly lesson-minutes per unduplicated pupil (target 45 min/wk).
2.1	Action: Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism Need: Action 2.1 2024 Dashboard chronic absenteeism = 45.2 % (Orange); rates for White, Hispanic, and low-income pupils exceed state standard by = 10 pp. Scope: Schoolwide	The Action 2.1 Clear, consistent attendance expectations and weekly call-home protocol must cover every family to produce culture change. Unduplicated pupils benefit most because they account for the highest absence counts, but policy enforcement must apply school-wide to avoid inequity claims.	• Weekly ADA (SchoolWise) • Monthly chronic-absence % by subgroup • Call-log completion rate. ADA increases that reduce Chronic Absenteeism overall percentage by 5% and from Red to Orange Performance Level on the CA Dashboard
2.2	Action: Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism Need: 2024 CA Dashboard shows 45.2 % chronic absenteeism (Orange)—a 13.9-point improvement from 2023 yet still above the state standard. White, Hispanic, and low-income unduplicated pupil groups also remain in Orange and exceed the state reference line by =10 pp. Stakeholder surveys cite inconsistent morning routines, limited	Action 2.2 delivers monthly perfect attendance parties and weekly parent-outreach calls. Implementing these incentives school-wide establishes a visible attendance culture that benefits all students while disproportionately supporting unduplicated pupils (27 % of enrollment), who carry the highest absence risk. Positive reinforcement and immediate acknowledgement of improvement are research-based strategies for reducing absenteeism among low-income families and other UPP subgroups.	• Weekly ADA snapshot (SchoolWise) • Monthly chronic-absence report by subgroup • Incentive-event sign-in / participation logs

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
	incentives, and gaps in family follow-up as the chief barriers to regular attendance. Scope: Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$623,487	\$34,149	5.477%	0.000%	5.477%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,500.00	\$0.00	\$0.00	\$0.00	\$34,500.00	\$25,500.00	\$9,000.00

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		2025-26	\$1,000.00	\$1,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	0
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-26	\$24,000.00	\$0.00	\$24,000.00	\$0.00	\$0.00	\$0.00	\$24,000.00	0
1	1.3	Action 1.3 Instructional Materials for Mathematics	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-26	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	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		2025-26	\$500.00	\$500.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0
2	2.2	Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2025-26 School Year	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0

2025-26 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
\$623,487	\$34,149	5.477%	0.000%	5.477%	\$34,500.00	0.000%	5.533 %	Total:	\$34,500.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$34,500.00

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		\$2,500.00	0
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income		\$24,000.00	0
1	1.3	Action 1.3 Instructional Materials for Mathematics	Yes	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	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		\$1,000.00	0
2	2.2	Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$33,000.00	\$34,937.00

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 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores	No	\$7,500.00	\$7,430
			Yes		
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	No	\$24,000.00	\$24,000
			Yes		
2	2.1	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism	No	\$750.00	\$650
			Yes		
2	2.2	Action 2.2 Raise Attendance Rates to reduce Chronic Absenteeism	No	\$750.00	\$2,857
			Yes		

2024-25 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)
\$27,314.00	\$33,000.00	\$34,937.00	(\$1,937.00)	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 Professional development around Rigor/Student Engagement to increase Mathematics annual CAASPP scores	Yes	\$7,500.00	\$7,430.00	0	
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Yes	\$24,000.00	\$24,000.00	0	
2	2.1	Action 2.1 Fully Implement the Charter attendance policy to reduce Chronic Absenteeism	Yes	\$750.00	\$650.00	0	
2	2.2	Action 2.2 Raise Attendance Rates to reduce Chronic Absenteeism	Yes	\$750.00	\$2,857.00	0	

2024-25 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)
\$548,405.00	\$27,314.00	0%	4.981%	\$34,937.00	0.000%	6.371%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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