



LCFF Budget Overview for Parents

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

CDS Code: 15636280128504

School Year: 2026-27

LEA contact information:

Lori Kall

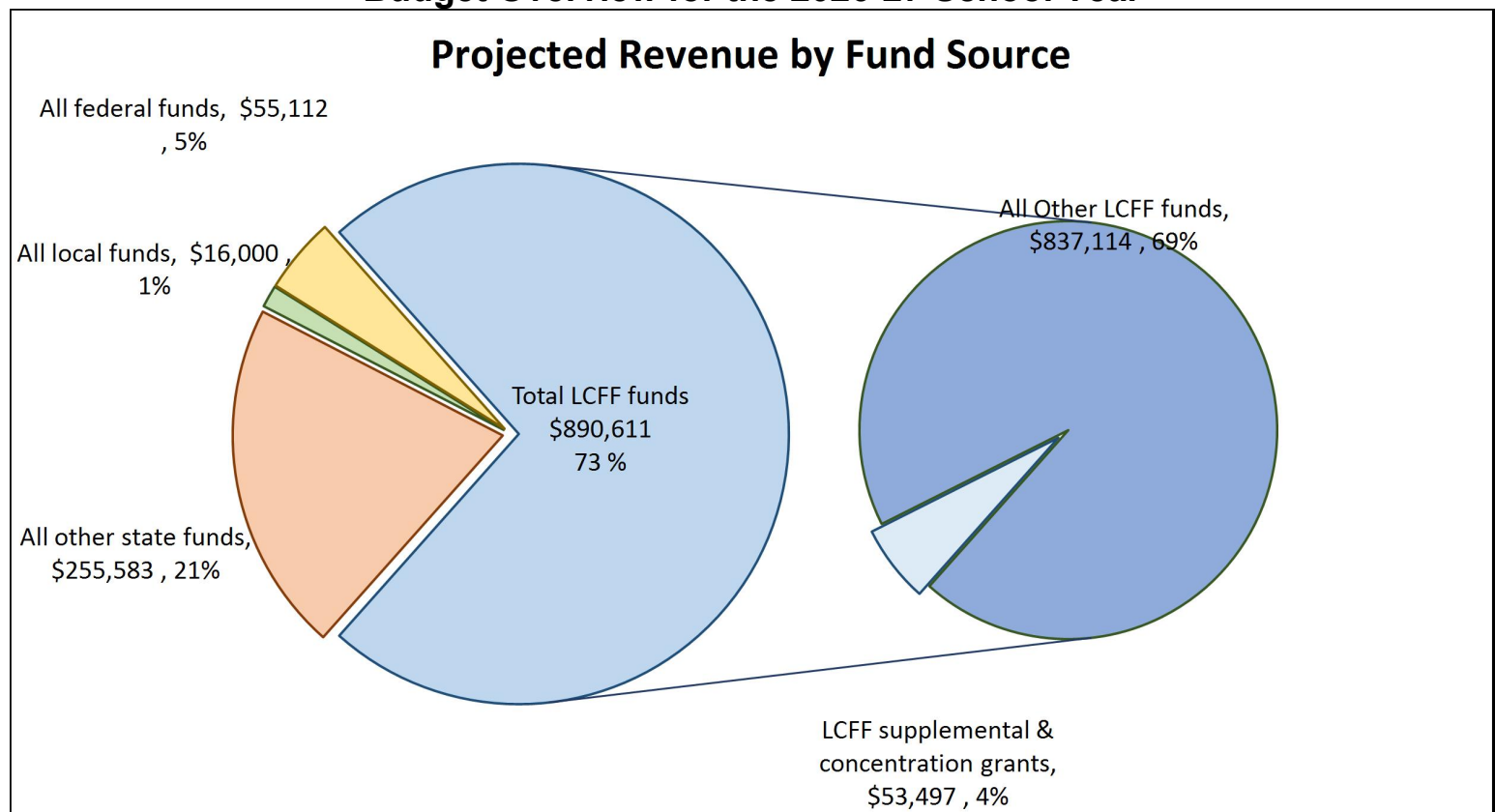
Administrator

lkall@p2pcharter.org

(661) 242-3811

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

Budget Overview for the 2026-27 School Year

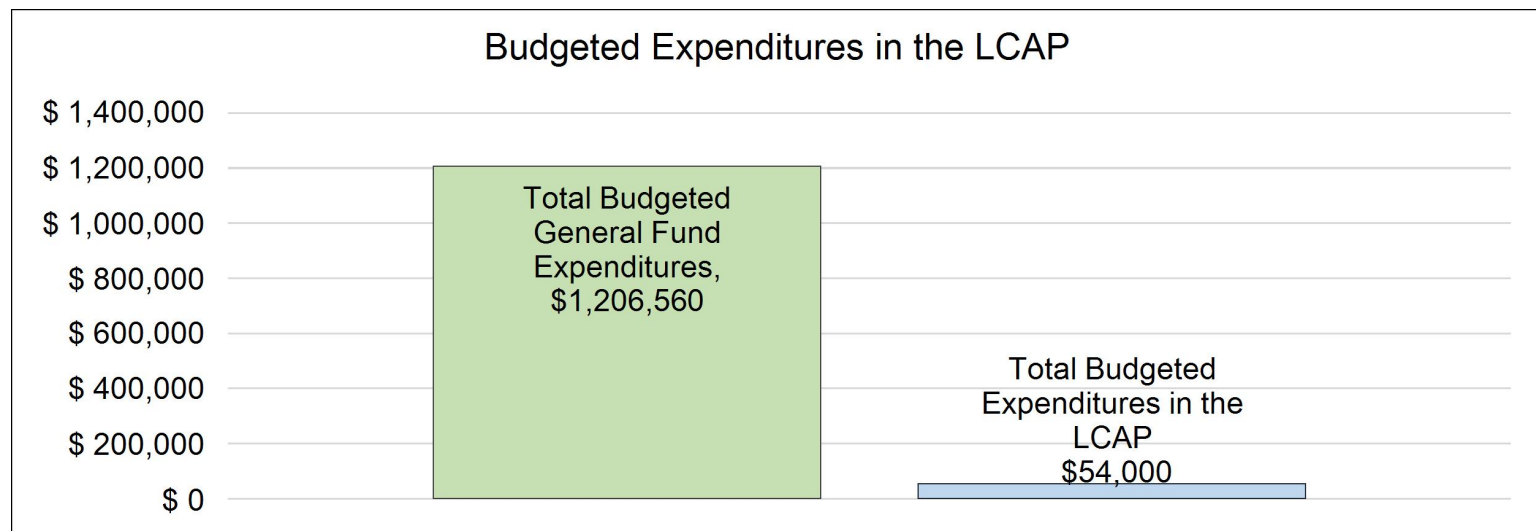


This chart shows the total general purpose revenue Peak to Peak Mountain Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Peak to Peak Mountain Charter is \$1,217,306, of which \$890,611 is Local Control Funding Formula (LCFF), \$255,583 is other state funds, \$16,000 is local funds, and \$55,112 is federal funds. Of the \$890,611 in LCFF Funds, \$53,497 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Peak to Peak Mountain Charter plans to spend \$1,206,560 for the 2026-27 school year. Of that amount, \$54,000 is tied to actions/services in the LCAP and \$1,152,560 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of the LEA's General Fund expenditures support the core educational program and day-to-day operations of the school and therefore are not identified as specific actions within the LCAP. These expenditures include certificated and classified salaries and benefits, special education services, facilities and maintenance, transportation, technology infrastructure, insurance, administrative and business services, professional services, instructional supplies, and other operational costs necessary to provide a safe and effective educational program for all students. While these expenditures support student success, they are not included as LCAP actions because they represent the ongoing operation of the school rather than targeted improvement actions described in the LCAP.

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

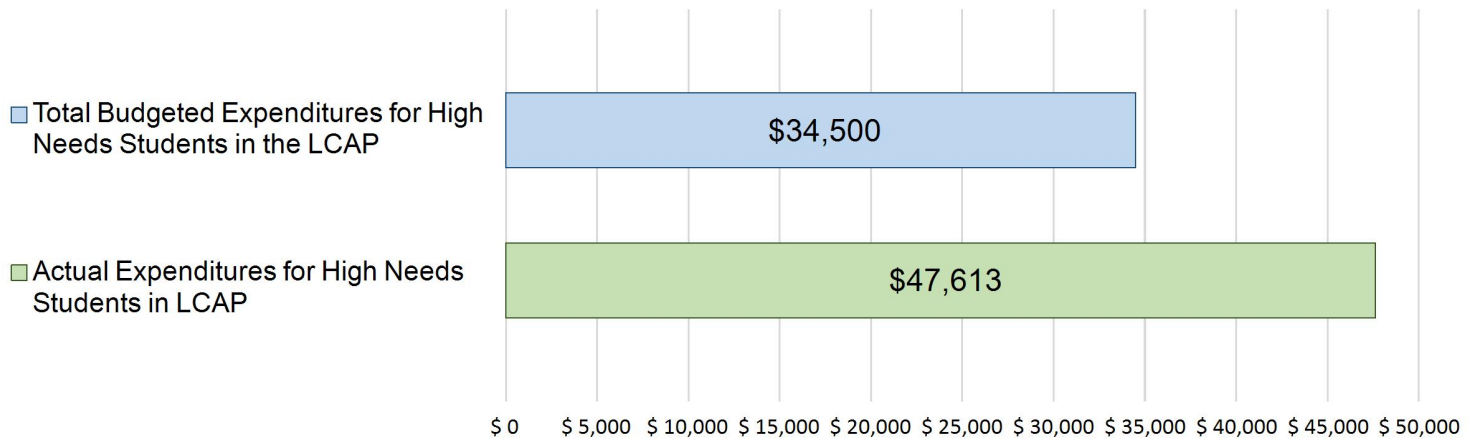
In 2026-27, Peak to Peak Mountain Charter is projecting it will receive \$53,497 based on the enrollment of Foster Youth, English learner, and low-income students. Peak to Peak Mountain Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Peak to Peak Mountain Charter plans to spend \$54,000 towards meeting this requirement, as described in the LCAP.

The LEA has budgeted \$34,000 in LCAP contributing actions that principally benefit English learners, foster youth, and low-income students. The remaining \$149 in projected supplemental and concentration grant funding will be used to support schoolwide services that increase or improve access, engagement, and academic support for unduplicated pupils, including instructional resources, attendance supports, student engagement activities, and intervention services. These expenditures are provided on a schoolwide basis because the needs identified for unduplicated pupils are most effectively addressed through services available across the educational program.

LCFF Budget Overview for Parents

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

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 2025-26, Peak to Peak Mountain Charter's LCAP budgeted \$34,500 for planned actions to increase or improve services for high needs students. Peak to Peak Mountain Charter actually spent \$47,613 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Peak to Peak Mountain Charter	Lori Kall Administrator	lkall@p2pcharter.org (661) 242-3811

Plan Summary [2026-27]

General Information

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

Plan Summary [2026–2027]

General Information

Peak to Peak Mountain Charter (hereafter referred to as P2P or Charter) is a small, rural TK–8 public charter school situated on a scenic campus within the Los Padres National Forest, approximately 2.5 miles west of the mountain community of Pine Mountain Club. P2P serves students and families from surrounding mountain communities including Pine Mountain Club, Pinon Pines, Lake of the Woods, Frazier Park, Lebec, Lockwood Valley, and Cuddy Valley, drawing from Kern, Los Angeles, and Ventura Counties. The majority of students reside within the Maricopa Unified School District and El Tejon Unified School District boundaries.

For the 2026–2027 school year, P2P serves approximately 75–80 students in Transitional Kindergarten through 8th grade, reflecting intentional enrollment growth while maintaining the small class sizes, individualized supports, and strong student-teacher relationships foundational to the Charter’s instructional model. Enrollment growth reflects increased community interest in personalized, relationship-centered learning environments and expanded educational programming available through the Charter.

As a rural mountain charter school, P2P provides a personalized learning environment that integrates academic rigor, social-emotional development, outdoor experiential learning, and strong community partnerships. The Charter values relationship-centered teaching and believes that positive school culture, student belonging, and family engagement are essential components of academic success.

P2P believes that all children are unique and gifted individuals deserving of an educational program that develops the knowledge, skills, and dispositions necessary to succeed in a rapidly changing global society. The Charter is committed to preparing students for high school and beyond through 21st-century teaching and learning, critical thinking, collaboration, communication, creativity, and real-world application of knowledge. Students are encouraged to develop leadership, problem-solving, digital literacy, and civic responsibility skills necessary for future academic and career success.

P2P works collaboratively with parents and caregivers to develop lifelong learners in a safe, caring, and academically focused environment where students are challenged to demonstrate integrity, perseverance, and their personal best while valuing diversity and individual differences. Instructional planning at P2P is grounded in Individual Learning Plans (ILPs), which identify student strengths, areas for growth, and learning modalities. Staff use these plans to design targeted instructional strategies through explicit direct instruction, differentiated supports, and ongoing progress monitoring.

All instruction is aligned with California State Standards, including the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Standards.

P2P's instructional theme, "Embracing the Nature of Learning," continues to guide the integration of environmental context into academic instruction. Through the use of Highly Effective Teaching (HET) strategies, thematic cross-grade planning, and outdoor experiential learning opportunities, students engage in meaningful, hands-on learning experiences that strengthen engagement, critical thinking, environmental literacy, and real-world application of skills.

The Charter continues to expand innovative instructional and enrichment opportunities that integrate environmental literacy, outdoor education, arts education, STEM learning, social-emotional learning, and personalized instruction within a rural mountain setting. P2P values learning experiences that support the development of the whole child academically, socially, emotionally, and creatively.

Vision and Mission

Vision:

P2P's vision is to provide a rigorous, standards-based educational program that combines aligned curriculum, individualized learning, innovative instructional practices, and strong community partnerships. The Charter emphasizes Individual Learning Plans, multi-subject integration, positive school-wide discipline, strong parent involvement, low student-teacher ratios, and enrichment opportunities that support both academic achievement and personal growth.

Students and staff engage in the development of positive citizenship through Lifelong Guidelines and LifeSkills that support problem-solving, responsible decision-making, resilience, collaboration, and leadership development. P2P is committed to fostering a safe, inclusive, and relationship-centered school culture where all students feel valued, connected, and empowered to succeed.

Mission:

The mission of P2P is to provide an exemplary, individualized, standards-based education that emphasizes cooperative, hands-on, and

theme-based learning. Students are challenged to take ownership of their academic progress and develop the skills necessary for lifelong learning, critical thinking, effective communication, and future college and career readiness.

Academic Program and Rigor

Student progress is monitored through multiple measures, including statewide assessments such as the California Assessment of Student Performance and Progress (CAASPP) and local assessments such as STAR 360 and i-Ready. These data sources are used to inform ILPs, guide instruction, identify intervention needs, and support continuous improvement in student achievement.

P2P continues to strengthen instructional rigor through Highly Effective Teaching (HET) strategies that emphasize explicit instruction, critical thinking, collaboration, and real-world problem solving. Teachers and staff maintain high expectations while providing differentiated support necessary for all students to access grade-level standards.

In addition, the Charter continues to expand its focus on whole-child development through the implementation of a Multi-Tiered System of Supports (MTSS), integrating academic, behavioral, attendance, and social-emotional supports aligned to individual student needs. P2P continues to strengthen trauma-informed and relationship-centered practices that prioritize student safety, belonging, emotional regulation, and engagement in learning.

MTSS supports include:

- Tiered academic intervention and small-group instruction
- Attendance monitoring and family outreach
- Social-emotional learning and behavioral supports
- Collaboration with families and outside agencies
- Individualized student supports and progress monitoring
- Positive school culture and restorative practices

P2P also recognizes the importance of student wellness, physical activity, emotional safety, and nutrition in supporting academic success. The Charter promotes whole-child wellness through outdoor learning opportunities, enrichment programs, physical movement, relationship-building activities, and access to meals and snacks as available.

Student Demographics

P2P serves a diverse student population reflective of its rural mountain community.

Enrollment (2026–2027 projected): Approximately 75–80 students

Prior Enrollment (2024–2025): 55 students

Grade Span Distribution (2025–2026):

TK–K: 13

Grades 1–2: 16

Grades 3–5: 28

Grades 6–8: 18

Student Demographics:

White: 49%

Hispanic: 25.5%

Two or More Races: 20%

Asian: 5.5%

Unduplicated Pupil Count (LCFF): 27.34%

Free/Reduced Lunch: 3%

English Learners: 1.3%

Special Education: 20%

Foster Youth / Homeless / Migrant: 0%

Basic Educational Program and Services

P2P provides all students with access to a comprehensive educational program that includes:

- Safe, clean, and well-maintained facilities, including classrooms, resource rooms, and outdoor learning and recreation spaces
- State-adopted, standards-aligned instructional materials in all core subject areas
- Supplemental science curriculum aligned to NGSS
- Credentialed teachers and trained classified and administrative staff
- Small class sizes organized into primary, intermediate, and middle school groupings
- Special education services through a Resource Specialist Program (RSP)
- Academic intervention and support services
- Social-emotional and behavioral supports
- Enrichment and expanded learning opportunities

Basic services also include:

- Student safety and supervision
- Adequate instructional materials and supplies
- Office and operational support
- Nutrition support through provision of meals and snacks as available
- Facility maintenance and operations
- Technology access and instructional technology support
- Schoolwide safety and emergency preparedness systems

P2P remains committed to fostering a safe, innovative, and relationship-centered learning environment where students are empowered to grow academically, socially, emotionally, and as responsible contributors to their communities. Through strong partnerships with families and

the mountain community, the Charter will continue building a culture of belonging, resilience, leadership, and lifelong learning.

Reflections: Annual Performance

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

Broad Goal #1: Mathematics Achievement

By 2027, Peak to Peak Mountain Charter (P2P) will continue to increase the percentage of students performing at the Proficient and Advanced levels in mathematics based on local benchmark measures (STAR 360 Math and i-Ready Diagnostics) and CAASPP data through full implementation of the Common Core State Standards (CCSS) and instructional delivery at Depth of Knowledge (DOK) Levels 3 and 4 to elevate rigor and engagement.

Annual Reflection (2025–2026)

Following a comprehensive review of the 2025–2026 school year, including analysis of the 2024 California School Dashboard, local benchmark data (STAR 360 and i-Ready), and ongoing instructional observations, Peak to Peak Mountain Charter demonstrates continued growth in mathematics achievement and strengthening instructional practices aligned to rigor and engagement.

Implementation of Highly Effective Teaching (HET) strategies and targeted instructional supports through Individual Learning Plans (ILPs) contributed to measurable student gains. Continued emphasis on explicit direct instruction, small-group intervention, and individualized support has supported student progress across grade levels.

Mathematics Performance

CAASPP Mathematics scores showed continued improvement, with the Charter maintaining upward momentum toward closing the gap to state standards.

STAR 360 data indicates that approximately half of students are performing at or above grade-level benchmarks, reflecting steady progress in foundational and applied math skills.

Instructional supports, including math aides and targeted intervention, contributed to increased student understanding and engagement in mathematics.

While progress is evident, the data also indicates a continued need to:

- Increase the number of students performing at the Proficient and Advanced levels

- Strengthen consistency of performance across grade bands

- Continue deepening rigor through DOK Level 3 and 4 instructional practices

- English Language Arts (ELA) Performance

P2P continues to demonstrate strong performance in English Language Arts, maintaining scores above the state standard on the California School Dashboard. While slight fluctuations occurred year-over-year, overall performance remains significantly higher than the state average, reflecting the continued strength of the Charter's literacy program and instructional practices.

Instructional Effectiveness and Program Reflection

The 2025–2026 LCAP implementation supported both Broad Goal 1 and Focus Goal 2 through targeted actions aligned to:

- Increasing instructional rigor and engagement
- Implementing intervention and support systems
- Utilizing data-driven instructional practices

Through ongoing data analysis, lesson observations, and stakeholder input, the Charter refined its approach to ensure greater alignment between instructional practices and student needs. Actions that were not measurable or did not demonstrate effectiveness were revised or removed, reflecting a commitment to continuous improvement and accountability.

Whole Child Development and Enrichment

P2P continued to support whole-child development through:

- Daily integration of LifeSkills and positive school culture practices
- Expanded afterschool programming through ELO-P funding, including Bear and Cub programs

These enrichment opportunities provided students with access to:

- Performing arts
- Digital and visual arts
- STEM learning
- Music instruction
- Physical activity programs such as archery

These programs have contributed to increased student engagement, connection to school, and opportunities for skill development beyond the core academic program.

Attendance and Engagement

Significant progress was made in reducing chronic absenteeism:

Chronic absenteeism decreased substantially compared to the prior year, reflecting a positive shift in student attendance patterns. Attendance improvements are attributed to:

Schoolwide incentive programs
Increased student engagement through experiential and outdoor learning
Strengthened school culture and student connection

These efforts have had a direct impact on academic outcomes, as increased instructional time has supported growth in both mathematics and ELA performance.

Despite this progress, chronic absenteeism remains an area of focus, and continued targeted outreach and intervention will be necessary to sustain and accelerate improvement.

Continuous Improvement and Data Use

P2P continues to engage in a structured continuous improvement cycle, including:

Data analysis using the California School Dashboard and local measures
Identification of problems of practice and root causes
Implementation of targeted strategies
Ongoing monitoring and adjustment

Partnerships with Kern County Superintendent of Schools (KCSOS) have supported professional development and strengthened the Charter's capacity to implement data-informed decision-making.

Reflection Summary

The 2025–2026 school year reflects meaningful progress in mathematics achievement, sustained strength in ELA performance, improved student attendance, and expanded student engagement opportunities.

Key areas of growth include:

Continued development of rigorous instructional practices
Strengthened use of data to guide instruction
Increased student engagement through enrichment and experiential learning
Improved attendance patterns

Areas for continued focus include:

Increasing the percentage of students meeting or exceeding standards in mathematics
Sustaining improvements in attendance and reducing chronic absenteeism
Refining MTSS supports to ensure all students receive targeted academic and behavioral interventions
Looking Ahead to 2026–2027

For the 2026–2027 school year, P2P will build on this progress by:

- Deepening implementation of rigorous, standards-aligned instruction
- Strengthening MTSS systems for academic and behavioral support
- Expanding targeted interventions based on student data
- Continuing to improve attendance through proactive engagement strategies
- Maintaining strong stakeholder involvement in continuous improvement efforts

These efforts will support the Charter’s goal of ensuring that all students achieve at high levels and are prepared for success in high school and beyond.

Reflections: Technical Assistance

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

As part of ongoing continuous improvement efforts, Peak to Peak Mountain Charter (P2P) has engaged in targeted technical assistance to strengthen systems, infrastructure, and instructional capacity aligned to LCAP goals.

During the 2025–2026 school year, P2P partnered with the Kern County Superintendent of Schools to support and manage the school’s technology systems. This partnership has enhanced the Charter’s ability to maintain reliable, secure, and efficient technology infrastructure, including:

- Management of Google Workspace and digital learning platforms
- Network stability and cybersecurity protections
- Staff access and account management systems
- Support for student devices and instructional technology integration
- Assistance with the procurement and implementation of new student computers, ensuring students have access to updated, reliable devices that support daily instruction and assessment

This collaboration has allowed school leadership and staff to focus more intentionally on teaching and learning while ensuring that technology systems are aligned to instructional needs and compliance requirements.

In addition to technology support, P2P has continued to engage in technical assistance through KCSOS in the area of continuous improvement and data use. This has included:

- Training in data analysis protocols using the California School Dashboard and local assessment measures
- Identification of problems of practice and root cause analysis
- Development of targeted strategies aligned to LCAP goals
- Ongoing progress monitoring and implementation review

These efforts have strengthened the Charter’s ability to use data to inform instruction, refine interventions, and improve student outcomes.

Impact of Technical Assistance

The technical assistance provided has resulted in:

- Increased efficiency and reliability of technology systems
- Improved access to digital instructional tools for students and staff
- Expanded student access to updated technology resources, supporting equitable participation in instruction and assessment
- Strengthened data-informed decision-making practices
- Enhanced capacity of staff to implement continuous improvement cycles
- Next Steps for 2026–2027

P2P will continue its partnership with KCSOS to:

- Maintain and enhance technology systems that support instruction and operations
- Continue updating and maintaining student devices to ensure long-term sustainability
- Expand staff capacity in the effective use of instructional technology
- Strengthen data systems for monitoring student progress
- Continue implementation of structured continuous improvement cycles aligned to LCAP goals

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.

Peak to Peak Mountain Charter (P2P) is not identified for Comprehensive Support and Improvement (CSI) based on the most recent available data and California School Dashboard indicators as of 2026.

Support for Identified Schools

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

Not applicable. Peak to Peak Mountain Charter is not currently identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

Although P2P is not identified for Comprehensive Support and Improvement, the Charter continues to engage in ongoing monitoring and evaluation of student performance and school effectiveness through:

Review of California School Dashboard indicators

Analysis of local assessment data, including STAR 360 and i-Ready

Monitoring of attendance and chronic absenteeism trends

Implementation of continuous improvement cycles, including identification of problems of practice and root cause analysis

Ongoing collaboration with Kern County Superintendent of Schools to support data analysis and program effectiveness

Through these efforts, P2P proactively addresses areas of need and ensures that systems and supports are in place to promote continuous student and school improvement.

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 and Stakeholders	The Board of Trustees and community stakeholders were actively engaged through: - Quarterly LCAP updates presented at Board meetings, including mathematics achievement and attendance data - A comprehensive mid-year LCAP report shared in February - Participation of Board members in monthly LCAP Advisory Meetings alongside staff and parent representatives - Ongoing involvement through school events, classroom visits, and open session discussions Board members provided input on LCAP priorities, actions, and budget implications, particularly related to improving mathematics achievement, student engagement, and attendance.
Teachers	Teachers were engaged through structured collaboration and professional learning opportunities: - Monthly LCAP-focused discussions during Wednesday “protected planning time” - Ongoing data analysis, instructional planning, and refinement of strategies aligned to Goal 1 (mathematics) and student engagement - Professional development in i-Ready, Renaissance (STAR 360), Highly Effective Teaching (HET), and Universal Design for Learning (UDL)

Educational Partner(s)	Process for Engagement
	Review and real-time feedback on the draft LCAP during end-of-year staff meetings Teachers provided critical input on instructional practices, intervention strategies, and resource needs, including the continued need for planning time, instructional technology support, and differentiated learning tools.
Principal and Administrative Team	The principal and administrative leadership team played a central role in facilitating engagement and synthesizing input: Facilitated all LCAP Advisory Meetings Attended all Board meetings and staff collaboration sessions Conducted classroom visits and gathered feedback using reflective prompts Analyzed survey data, stakeholder input, and student performance data Drafted and refined LCAP sections based on collected feedback Leadership ensured alignment between stakeholder input, instructional priorities, and resource allocation.
Instructional Aides, Office Staff, and School Psychologist	Classified staff and support personnel contributed through ongoing collaboration: Instructional aides provided input based on daily small-group and individualized instruction experiences Participation in LCAP Advisory Meetings and internal staff discussions Feedback on intervention effectiveness, scheduling, and student needs The Office Manager played a key role in: Collecting and summarizing parent communication and concerns Monitoring attendance data and identifying trends Supporting budget tracking and LCAP implementation logistics

Educational Partner(s)	Process for Engagement
	The School Psychologist contributed through virtual consultation and collaboration, supporting timely and compliant services for students despite geographic constraints.
Parents and Community	Parents and community members were engaged through multiple structures: Individual Learning Plan (ILP) meetings held each trimester to review student progress and adjust supports Monthly LCAP Advisory Meetings with parent representation Parent surveys and committee sign-ups informing program development Informal engagement opportunities such as community events and family gatherings Parent feedback emphasized: The importance of social-emotional learning and mental health supports Continued academic support, particularly for students with the greatest needs Access to technology and at-home learning resources Ongoing involvement in school improvement and campus development
Students	Students were engaged through structured leadership and feedback opportunities: Monthly Student Leadership meetings focused on democratic decision-making and school improvement Classroom visits by administration to gather input from all students (TK–8) Opportunities to provide feedback on school experiences, engagement, and incentives Student feedback highlighted: Positive engagement with experiential learning and school culture Interest in enrichment opportunities and school events

Educational Partner(s)	Process for Engagement
	Suggestions for facility improvements and expanded programming Input on attendance incentives and academic motivation strategies
SELPA Administrator	The Special Education Local Plan Area (SELPA) administrator was provided the LCAP draft for review and input. The finalized LCAP will be shared and posted publicly in alignment with compliance requirements.

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

Educational partner feedback directly influenced the development of the 2026–2027 LCAP, particularly in refining goals, actions, and resource allocation.

Key impacts of stakeholder input include:

Refinement of instructional strategies to increase rigor in mathematics and strengthen alignment to student needs
Continued investment in intervention and support systems, including instructional aides and targeted small-group instruction
Expansion of social-emotional learning and whole-child supports, reflecting parent and student feedback
Strengthening of attendance strategies, including incentives and engagement-based approaches
Adjustment and elimination of less effective actions, allowing for more focused and efficient use of resources
Increased focus on instructional technology and access, including tools such as i-Ready and student devices
Enhanced emphasis on safety and preparedness, particularly related to the school’s rural environment

Stakeholder collaboration ensured that the LCAP reflects a shared commitment to improving student outcomes, strengthening school systems, and maintaining a responsive and inclusive school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By 2027, Peak to Peak Mountain Charter (P2P) will increase the percentage of students performing at the Proficient and Advanced levels in Mathematics as measured by local benchmark assessments (STAR 360 Math and i-Ready Diagnostics) and CAASPP state assessment data. This will be achieved through the full implementation of the Common Core State Standards (CCSS) in mathematics and the intentional delivery of instruction at Depth of Knowledge (DOK) Levels 3 and 4 to elevate rigor, engagement, and student problem-solving skills.	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 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Goal #1 remains a critical schoolwide priority for Peak to Peak Mountain Charter and continues to be necessary based on analysis of state and local performance data, as well as the Charter’s commitment to continuous improvement in mathematics achievement. P2P serves all students, including identified subgroups, within a unified instructional model. With an Unduplicated Pupil Percentage (UPP) of approximately 27% and no Title I funding, the Charter implements schoolwide strategies to support all learners through differentiated instruction, targeted intervention, and individualized learning plans. Data Analysis and Rationale Recent performance data indicate positive trends in mathematics achievement: CAASPP Mathematics results demonstrate steady growth over multiple years, increasing from 48% (2022) to 50% (2023) and 53% (2024) of students meeting or exceeding standards. Local benchmark data (STAR 360) indicates inconsistent performance across grade levels, with strong performance in upper grades and identified gaps in specific cohorts. Mid-year and end-of-year assessment data indicate that 53% of students were performing at or above grade-level benchmarks in mathematics, reflecting continued academic growth while also highlighting opportunities for further improvement.
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While these trends are encouraging, they also demonstrate the need to:

- Increase the percentage of students achieving Proficient and Advanced levels

- Strengthen consistency across grade levels

- Close gaps in performance between cohorts

Need Statement

Goal #1 remains a high-priority Broad Goal for the 2026–2027 school year as the Charter works toward achieving a Blue Performance Level on the California School Dashboard.

Analysis of STAR 360, i-Ready diagnostic data, and CAASPP results indicates that:

- Continued focus on rigorous, standards-aligned instruction is necessary

- Instruction must consistently engage students in higher-level thinking tasks (DOK Levels 3 and 4)

- Targeted intervention and differentiation are needed to support students not yet meeting grade-level expectations

- Ongoing professional development and instructional alignment are critical to sustaining effective teaching practices

Instructional Capacity and Implementation

P2P maintains a qualified instructional team, including credentialed general education and special education staff, supported by instructional aides. The Charter continues to implement Highly Effective Teaching (HET) strategies to ensure that instruction is:

- Explicit and standards-aligned

- Differentiated to meet individual student needs

- Focused on building conceptual understanding and problem-solving skills

Instructional planning continues to be guided by Individual Learning Plans (ILPs), which allow staff to monitor student progress and adjust instruction based on data from local assessments and classroom performance.

Strategic Focus for 2026–2027

To accelerate progress in mathematics achievement, P2P will:

- Pilot and evaluate new mathematics curriculum options aligned to CCSS to support increased rigor, engagement, and student outcomes, in preparation for adoption in the 2027–2028 school year.

- Deepen implementation of CCSS-aligned instruction across all grade levels

- Increase the use of DOK Level 3 and 4 tasks to promote critical thinking

- Strengthen the use of data (STAR 360, i-Ready) to guide instruction and intervention

- Expand targeted supports through small-group instruction and instructional aides

- Continue professional development focused on rigor, differentiation, and engagement

- Align instructional practices with Multi-Tiered System of Supports (MTSS) to ensure all students receive appropriate levels of support

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))	**2023–24 Baseline:** All four teachers employed by the Charter were appropriately assigned to the students and grade levels they served. Three teachers held intern credentials and were actively progressing through approved credentialing programs. One teacher served under a Provisional Internship Permit (PIP), and one teacher served under a Short-Term Staff Permit (STSP), with all assignments authorized and compliant with applicable credentialing requirements as of June 10, 2024.	Peak to Peak employed five teachers, all appropriately assigned within their authorized teaching areas. Three teachers held full credentials (Clear Multiple Subject, Preliminary Multiple Subject, or Education Specialist), and two teachers served under authorized credential pathways (STIP/PIP) while progressing toward full credentialing. The Charter maintained 100% compliance with teacher assignment and credentialing requirements.	All teachers were appropriately assigned, and credential monitoring ensured continued compliance with California Commission on Teacher Credentialing requirements. Any teachers serving under intern or provisional authorizations were appropriately authorized and supported toward full credential completion.	By 2027, 100% of teachers will be appropriately assigned and authorized to teach within their credentialed subject areas. The Charter will maintain a stable, fully staffed instructional program, support completion of intern and preliminary credential pathways, increase the number of fully credentialed teachers, and reduce reliance on temporary permits (PIP/STIP) whenever feasible. Staffing expansion may include the addition of a sixth teacher to support enrollment growth and maintain low student-teacher ratios.	Maintain 100% compliance with teacher assignment and credentialing requirements while increasing the number of fully credentialed teachers and supporting completion of intern and preliminary credential pathways. Staffing expanded from four to five teachers, improving student-teacher ratios and increasing instructional capacity while reducing reliance on temporary permits whenever feasible.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1.B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC)	1.B. Pupils in the school district have sufficient access to the standards-aligned instructional materials (SARC). 2023-24 Baseline: 100% per SARC Report	Sufficient pupil access to standards-aligned instructional materials is 100% per 2023 SARC Report	100% of students had access to standards-aligned instructional materials in all core subject areas during the 2025–26 school year, as verified through the Williams certification process and the School Accountability Report Card (SARC). No instructional material deficiencies were identified.	Maintain 100% student access to standards-aligned instructional materials and review curriculum adoption needs based on CDE adoption cycle requirements.	Peak to Peak can consider new curricular adoption based on CDE curriculum adoption cycle requirements
1.3	1.C. School Facilities are maintained in good repair. (SARC)	1.C.School Facilities are maintained in good repair. 2023-24 Baseline: Good, based on 2022 SARC Report	School facilities remain in good repair per 2023 SARC Report	School facilities remained in good repair during the 2025–26 school year, as documented in the School Accountability Report Card (SARC). Annual inspections identified no significant deficiencies, and the campus continued to provide a safe and	Maintain a “Good” rating on the annual FIT inspection while implementing planned facility improvements under leased property agreements.	School facilities remain in good repair and the Charter is planning additional campus improvements to support enrollment growth and program expansion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				well-maintained learning environment for students and staff.		
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 advanced from Yellow to Green on the 2024 California School Dashboard Mathematics Indicator, reflecting improved student performance in mathematics. CAASPP Mathematics results demonstrate sustained growth, increasing from 48% of students meeting or exceeding standards in 2022, to 50% in 2023, and 53% in 2024. The Charter also maintained a 98.5% participation rate in local benchmark assessments, including STAR 360 and i-Ready Diagnostic assessments, providing reliable data to inform instructional planning and progress monitoring. These results establish the baseline for Goal 1 and support continued efforts to improve	P2P maintained a 98.5% participation rate in STAR 360 and i-Ready Diagnostic assessments, providing reliable local data to support instructional planning, intervention planning, and progress monitoring. CAASPP Mathematics results established a 2024 baseline of 53% of students in grades 3–8 meeting or exceeding standards. Through implementation of CCSS-aligned instruction, targeted MTSS interventions, ongoing data analysis, and progress	The Charter maintained implementation of California State Board-adopted academic standards across all grade levels through standards-aligned curriculum, differentiated instruction, ongoing professional development, and collaborative planning. Classroom observations and instructional monitoring conducted during the 2025–26 school year demonstrated continued implementation of the California Common Core State Standards (CCSS), Next Generation Science Standards	Increase the percentage of students in grades 3–8 meeting or exceeding standards on the CAASPP Mathematics assessment from the 2024 baseline of 53% to at least 58% by 2027, representing a minimum increase of 5 percentage points. The Charter will sustain implementation of California Common Core State Standards (CCSS)-aligned instruction, targeted MTSS intervention supports, data-informed instructional practices, and ongoing progress monitoring to maintain Green performance and	The Charter established a 2024 baseline of 53% of students in grades 3–8 meeting or exceeding standards on the CAASPP Mathematics assessment and has identified a goal of increasing proficiency to at least 58% by 2027. This represents a targeted improvement of 5 percentage points while maintaining Green performance and progressing toward Blue performance on the California School Dashboard Mathematics Indicator.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		mathematics achievement through implementation of California Common Core State Standards (CCSS), rigorous standards-aligned instruction, targeted MTSS interventions, and ongoing data analysis. By 2027, the Charter will increase the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment from the 2024 baseline of 53% to at least 58%, representing a minimum increase of 5 percentage points, while maintaining Green performance and progressing toward Blue performance on the California School Dashboard Mathematics Indicator.	monitoring, the Charter will continue improving student mathematics achievement. By the end of Year 1, the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment will increase from 53% to at least 55%, demonstrating measurable progress toward the Charter's 2027 goal of increasing mathematics proficiency to at least 58% while maintaining Green performance and advancing toward Blue performance on the California School Dashboard Mathematics Indicator.	(NGSS), and English Language Development (ELD) Standards, supporting instructional consistency and continuous improvement.	advance toward Blue performance on the California School Dashboard Mathematics Indicator.	
1.5	2.B. Programs and services enable English learners to access	The Charter enrolled one English Learner who received 100% access to CCSS-	Maintain 100% access to CCSS-aligned core instruction and	100% of English Learners had access to California	Maintain 100% access to CCSS-aligned core instruction and	The Charter sustained 100% access to CCSS-aligned core

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	aligned core instruction, integrated English Language Development (ELD) supports, and designated ELD services. The student received daily ELD instruction and individualized academic support aligned to language acquisition needs, grade-level curriculum access, and progress toward English language proficiency.	designated English Language Development (ELD) services for all enrolled English Learners. English Learners will demonstrate annual progress toward English language proficiency as measured by ELPAC results, local benchmark assessments, and Individual Learning Plan (ILP) progress monitoring.	Common Core State Standards (CCSS) instruction and designated English Language Development (ELD) services during the 2025–26 school year. English Learners received integrated and designated ELD instruction aligned with individual language proficiency levels, and student progress was monitored through local assessments, classroom performance, and English language proficiency measures to support continued academic growth.	designated English Language Development (ELD) services for all enrolled English Learners while demonstrating continued annual progress toward English language proficiency and grade-level academic achievement as measured by ELPAC results, local benchmark assessments, and Individual Learning Plan (ILP) progress monitoring.	instruction and designated English Language Development (ELD) services for all enrolled English Learners. The enrolled English Learner demonstrated ongoing progress toward English language proficiency through designated ELD instruction, ELPAC-aligned supports, local assessment growth, and Individual Learning Plan (ILP) progress monitoring.
1.6	State Priority 4- Pupil Achievement (Statewide Indicator): 4. Statewide Assessments (Dashboard/CAASPP Results).	**2024 Baseline:** CAASPP Mathematics results indicated that 53% of students in grades 3–8 met or exceeded grade-level standards. The Charter also advanced from Yellow to Green on the	Increase the percentage of students in grades 3–8 meeting or exceeding standards on the CAASPP Mathematics assessment from	Interim benchmark assessments, including STAR 360 and i-Ready Mathematics Diagnostics, demonstrated continued progress in mathematics	Increase the percentage of students in grades 3–8 meeting or exceeding standards on the CAASPP Mathematics assessment from	Targeted increase of 5 percentage points in CAASPP Mathematics proficiency, from a 2024 baseline of 53% of students meeting or exceeding

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California School Dashboard Mathematics Indicator, demonstrating improved student achievement and overall mathematics performance. These results establish the baseline for continued growth through implementation of CCSS-aligned instruction, targeted intervention supports, and ongoing progress monitoring.	the 2024 baseline of 53% to at least 55% by the end of Year 1. The Charter will maintain Green performance and continue progress toward Blue performance on the California School Dashboard Mathematics Indicator by implementing CCSS-aligned instruction, targeted MTSS interventions, and ongoing progress monitoring.	achievement during the 2025–26 school year. Local assessment data were used to monitor student progress, inform instructional planning, and provide targeted interventions through the Charter's Multi-Tiered System of Supports (MTSS). Final 2025 CAASPP Mathematics results were not available at the time of LCAP adoption and will be reviewed upon release to evaluate progress toward the Charter's Year 3 target.	the 2024 baseline of 53% to at least 58% by 2027, representing a minimum increase of 5 percentage points. The Charter will maintain Green performance and advance toward Blue performance on the California School Dashboard Mathematics Indicator through implementation of CCSS-aligned instruction, targeted MTSS interventions, data-informed instructional practices, and ongoing progress monitoring.	standards to at least 58% by 2027. This improvement will support maintenance of Green performance and continued progress toward Blue performance on the California School Dashboard Mathematics Indicator.
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, 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	100% of students had access and remained enrolled in a broad course of study to include all core subject programs for 2023-24	100% of students had access to a broad course of study during the 2025–26 school year. In addition to core academic subjects, students participated in enrichment	Sustain 100% student access to the full broad course of study and ensure continued alignment of instruction to state standards across	Sustain 100% student access to a full broad course of study including all required subject areas during the 2026–27 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Physical Education, HSS and Science).	enrolled in a broad course of study to include all core subject programs.	through January 31, 2024 school year verified on Charter's SIS (Student Information System) Schoolwise, STAR 360, and i-Ready Diagnostics.	opportunities that supported whole-child development, including expanded learning, outdoor education, garden-based learning, arts, and social-emotional learning, ensuring equitable access to a comprehensive educational program.	all core subject areas.	
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 2023-24 school year verified on Charter's SIS Schoolwise, STAR 360, and i-Ready Diagnostic through February 16, 2024.	100% of low-income students, English Learners, and foster youth had access to the Charter's full educational program and support services during the 2025–26 school year. Students received equitable access to standards-aligned instruction, academic interventions, English language development services, social-emotional supports, and	Maintain 100% access and participation in intervention and instructional supports for unduplicated pupils while monitoring subgroup performance through local benchmark assessments.	Peak to Peak maintains 100% of all students and Low Socioeconomic student populations have access to all broad course of study and/or programs and remain enrolled.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				expanded learning opportunities based on individual needs. Student participation and access were monitored throughout the year to ensure continued academic success and equitable educational opportunities.		
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 had access to all broad course of study and/or programs and remained enrolled for the 2023-24 school year verified on Charter's SIS Schoolwise.	100% of students with disabilities had access to a broad course of study and received specialized instruction, related services, and accommodations in accordance with their Individualized Education Programs (IEPs) during the 2025–26 school year. The Charter continued to provide inclusive learning opportunities, progress monitoring, and	Sustain 100% access to the broad course of study and ensure full implementation of IEP and 504 Plan services, with continued participation in statewide assessments as appropriate.	Peak to Peak maintains 100% of students with disabilities have access and are enrolled in a broad course of study (ELA, Mathematics, Health, Physical Education, HSS and Science) aligned to an IEP or 504 Plan.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				collaboration among general education teachers, special education staff, and families to support student achievement and equitable access to the educational program.		
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)	Pupil outcomes for courses described under Education Code Sections 51210 and 51220(a)(i) were measured through STAR 360 Mathematics and i-Ready Diagnostic assessments administered throughout the school year. Assessment results established baseline measures for grade-level proficiency and academic growth in mathematics, providing local data to monitor student progress toward California State Standards and CAASPP Mathematics achievement.	Student outcomes in the broad course of study continued to be measured through STAR 360 Mathematics and i-Ready Diagnostic assessments. Assessment results demonstrated academic growth across grades 1–8, with students showing progress in scaled scores, grade-level proficiency, and mathematics skill development. Data from STAR 360 and i-Ready were used to monitor student achievement,	STAR 360 Mathematics benchmark assessments administered during the 2025–26 school year indicated continued student growth and were used to monitor progress toward grade-level benchmarks and guide instructional planning. In addition, i-Ready Mathematics Diagnostic results improved from 19.7% of students performing at or above grade level in Fall 2025 to 29.2% in Winter 2026,	By 2027, increase the percentage of students performing at or above grade-level proficiency on STAR 360 Mathematics and i-Ready Diagnostic assessments through sustained annual growth, demonstrating continued progress toward California State Standards and improved performance on the CAASPP Mathematics assessment.	Demonstrated continued growth in mathematics achievement as measured by STAR 360 Mathematics and i-Ready Diagnostic assessments, with increasing numbers of students performing at or above grade-level proficiency and progressing toward California State Standards and CAASPP Mathematics success.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			guide instructional decisions, and support progress toward grade-level standards and CAASPP Mathematics success.	demonstrating positive mid-year growth and informing targeted intervention.		

Goal Analysis [2025-26]

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

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

Overall implementation of Actions 1.1–1.3 during the 2025–26 school year continued to strengthen mathematics achievement and instructional support for all students through targeted intervention, integrated instructional strategies, and expanded use of educational technology resources. Professional development focused on standards-based instruction, thematic integration, Depth-of-Knowledge learning, and differentiated supports was provided throughout the year, including collaboration around i-Ready data analysis, instructional planning, and MTSS/RTI implementation. Instructional aides and classroom staff continued to provide small-group intervention, individualized academic support, and targeted assistance for students identified through local assessment measures.

Successes during the 2025–26 school year included increased consistency in intervention supports, improved use of student data to guide instruction, and strong student engagement within P2P’s integrated thematic learning model. Staff collaboration around instructional planning and intervention strategies strengthened implementation across grade levels and supported deeper student learning connections. Students continued to benefit from access to digital learning platforms and individualized support structures designed to address academic gaps and extend learning opportunities.

Challenges included staffing capacity limitations within a small rural school setting, balancing intervention scheduling with multi-grade instructional models, and managing time for professional collaboration while maintaining classroom coverage and student support services. Despite these challenges, the school maintained its commitment to rigorous, student-centered instruction and continued implementation of multiple-measure assessment practices aligned with California State Standards and whole-child learning priorities.

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 were material differences between the originally budgeted Action allocations in the June 2025 approved LCAP, revised Board-approved budget allocations, and the estimated actual expenditures for 2025–26 implementation. During the 2025–26 school year, additional fiscal review and program analysis were conducted to better align Supplemental and Concentration funding expenditures with the specific

academic, social-emotional, and intervention needs of the school's unduplicated pupil populations. While the Actions and services identified within the LCAP remained substantially intact and were implemented throughout the year, several budget allocations were adjusted to more accurately support staffing, intervention services, instructional materials, student wellness supports, and expanded academic intervention efforts.

Additional review of staffing capacity, intervention implementation, and instructional support needs within the school's small rural TK–8 setting resulted in revised expenditure priorities during the year. Budget adjustments focused on maintaining direct student services, intervention supports, instructional aide assistance, professional development, and expanded whole-child learning opportunities aligned to identified student needs and LCAP priorities.

The revised allocations more accurately reflected actual implementation costs associated with intervention staffing, instructional technology resources, student support services, professional development, and academic intervention programming. Despite the budget revisions, all major LCAP Actions and services continued to be implemented throughout the 2025–26 school year in support of increased academic achievement, student engagement, and improved services for unduplicated student populations.

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

Multiple measures indicate that Actions 1.1–1.3 were effective in supporting progress toward the goal during the 2025–26 school year. Local assessment data, classroom performance measures, intervention monitoring, and instructional observations demonstrated continued academic growth and improved instructional support for students. Students receiving targeted intervention support through RTI/MTSS structures, instructional aide assistance, and differentiated small-group instruction showed measurable progress in mathematics proficiency and overall academic engagement.

The continued implementation of i-Ready, standards-aligned instructional practices, and thematic integrated instruction supported individualized learning pathways and strengthened data-informed instructional planning across grade levels. Teacher collaboration and professional development focused on instructional strategies, intervention supports, and student data analysis contributed to improved consistency in instructional delivery and increased staff confidence in utilizing assessment data to guide instruction.

Classroom observations and instructional walk-throughs reflected strong implementation of standards-based instructional practices, student engagement strategies, and integrated thematic learning experiences aligned with P2P's educational model. Teacher feedback indicated that professional development and collaborative planning opportunities were valuable in supporting instructional effectiveness and intervention implementation.

While progress was demonstrated overall, data review identified continued areas of need within upper elementary and middle school mathematics intervention, particularly in maintaining consistent growth for students requiring intensive academic support. These findings will inform continued intervention planning, instructional support allocation, and professional learning priorities during the 2026–27 school year.

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 2026–27 based on reflection and review of prior practice include targeted refinements to strengthen mathematics intervention, instructional support systems, and standards-based instructional practices while maintaining the overall structure of Actions 1.1–1.3. Reflection on student performance data, intervention outcomes, classroom observations, and staff feedback indicated the need for additional targeted support within upper elementary and middle school mathematics instruction.

For the 2026–27 school year, instructional aide hours and MTSS intervention supports will be more intentionally prioritized within Grades 6–7 mathematics instructional blocks to provide increased small-group intervention and targeted academic assistance for students demonstrating the greatest need. Professional development will continue through three planned instructional training and collaboration sessions, with an increased emphasis on conceptual mathematics instruction, Depth-of-Knowledge (DOK) Levels 3–4 learning tasks, differentiated instruction, and intervention strategies for upper-grade learners.

The school will continue implementation of i-Ready mathematics instructional resources and diagnostic supports, with revised growth targets focused on increasing the percentage of students meeting Typical Growth expectations across all grade levels. In addition, remaining carryover funds from prior allocations will be redirected toward expanded after-school mathematics homework and intervention support opportunities beginning in Fall 2026.

As part of long-term instructional planning and continuous improvement efforts, mathematics has also been identified as the focus area for the school’s next curriculum adoption cycle scheduled for implementation in 2027–28. During the 2026–27 school year, the school will pilot two selected mathematics curriculum programs aligned with California State Standards, conceptual mathematics instruction, intervention supports, and the school’s integrated thematic instructional model. Pilot implementation, teacher feedback, student performance data, and instructional alignment reviews will guide the final curriculum adoption recommendation for 2027–28.

An additional refinement includes clearer separation of funding allocations within the LCAP. Action 1.1 will continue to focus specifically on professional development and instructional support training, while Action 1.3 will separately identify instructional software licensing and digital intervention resources. This revision improves fiscal transparency and provides clearer alignment between expenditures, services, and intended student outcomes within 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	1.1 Raise Rigor (DOK) and Engagement to Increase Mathematics CAASPP Scores: Peak to Peak will provide a teacher and	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	increase Mathematics annual CAASPP scores	Instructional aide training to implement Effective DOK level 3 and 4 instruction in mathematics with a coaching component. Highly Effective Teaching instructional materials and professional development, laptop computers, and educational software will be used to support math instruction. 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 implementing many of the actions and strategies listed below. WHO-STUDENTS: This action targets direct support for all students schoolwide. Since P2P is not a Title I School, all students receive academically high need services. The Charter will utilize the Academic MTSS multi-tiered system of support which will target the programs and services based on the student need to support each student group in Action 1.1. The Charter's MTSS system of supports framework aligns Response to Instruction and Intervention with the California State Standards and the pathways necessary to ensure social growth		

Action #	Title	Description	Total Funds	Contributing
		and academic success in mathematics. Action for English Learners: The Charter will follow ELD best practices and strategies to reach stated growth targets under Goal #1 and Action 1.1. *An additional 30 minutes for all ELD students to be designated from ELD teacher to include instructional aides *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 for Students with Disabilities (SWD) (About 10%+ or - 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 1 and Action 1.1. *Increased parent and student communication on IEP Actions *Increased CCSS implementation through lesson plans and delivery with certificated SPED teachers *Purchase of necessary materials to raise rigor and purposeful student engagement following HET instructional model OUTCOME/MEASUREMENT: Raise the Mathematics CAASPP percent of Met+Exceeded mathematics standards:		

Action #	Title	Description	Total Funds	Contributing
		Increase the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment by at least 5 percentage points above the 2024 baseline by 2027. WHY- NEEDS, CONDITIONS, AND CIRCUMSTANCES: P2P's growth target of 5% to maintain and/or raise the percentage from the baseline of 2023-24 performance results were identified. For the 2024-25 school year, P2P assesses under local measures of STAR 360 and i-Ready Mathematics and 2024 CAASPP testing, realizing student individual 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 Mathematics performance gaps will be addressed, and the Charter will develop and implement HET strategies that target mathematics skills using CCSS-aligned rigorous content, purposeful student engagement methods, ongoing checks for understanding, and aligned summative assessments to support students schoolwide with diverse learning needs. Strategies may include professional staff development, instructional materials, and educational supports that increase academic rigor, and expanded use of Google Suite tools to strengthen engagement and access to mathematics content identified in Individual Learning Plans. These strategies are designed to address root causes that limit student achievement at Depth of Knowledge (DOK) Levels 3 and 4 and to increase the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment from approximately 28% to 33% by 2027, while maintaining Green performance and progressing toward Blue performance on the California Dashboard Mathematics Indicator. EFFECTIVENESS: The Charter believes these actions and implementation strategies will be effective in increasing student achievement in mathematics as measured		

Action #	Title	Description	Total Funds	Contributing
		by CAASPP Mathematics results and local assessment data. Progress will be monitored and evaluated each trimester through formative assessments, benchmark assessments, and analysis of student performance data. The Charter's goal is to increase the percentage of students in grades 3–8 meeting or exceeding standards on the CAASPP Mathematics assessment from the 2024 baseline of 53% to at least 58% by 2027 while maintaining Green performance and progressing toward Blue performance on the California School Dashboard Mathematics Indicator. In addition, the Charter will seek continued growth in local mathematics benchmark assessments, increase the percentage of students performing at or above grade-level proficiency, and strengthen mathematics achievement through implementation of CCSS-aligned instruction, targeted MTSS interventions, and ongoing progress monitoring. Ongoing data analysis will be used to refine instructional practices, interventions, and supports to ensure continuous improvement in student mathematics achievement and to address achievement gaps among student groups. P2P-Strategies for Goal 1. Action 1.1: An estimated \$20,500 budget for Goal #1 Action 1.1 is intended for implementation support, although each strategy will not be fiscally evaluated individually: Strategy 1.1.1: Professional Staff Development for HET and Google Suite Strategy 1.1.2: Technology/Learning Software support linked to rigor and purposeful student engagement Strategy 1.1.3: Parent Volunteer Professional Development Support		
1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Action 1.2 RTI Program and Lower Teacher-Student Ratio Implementation (2026–27) Planning and implementation of Response to Intervention (RTI/MTSS) strategies and lower teacher-student instructional support ratios will	\$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continue across TK–8th grades targeting individual students and small groups based on identified mathematics needs within trimester Individual Learning Plans (ILPs), local assessment data, CAASPP results, i-Ready diagnostics, and classroom performance measures. Instructional aides and classroom staff will continue utilizing research-based instructional strategies including 1-to-1 intervention, flexible small-group instruction, mathematical discourse, hands-on learning with manipulatives, conceptual mathematics instruction, and Depth-of-Knowledge (DOK) Level 3–4 problem-solving tasks. WHAT Instructional aides and intervention staff will provide targeted daily mathematics intervention support through MTSS Tier 2 and Tier 3 instructional blocks, including: * 1-to-1 coaching and intervention support * Flexible small-group mathematics instruction * Hands-on math manipulative stations * Mathematical reasoning and problem-solving routines * DOK Level 3–4 conceptual mathematics activities * Targeted support during independent practice and intervention periods This action advances: * Priority 2 – Implementation of State Standards * Priority 4 – Pupil Achievement * Priority 5 - Pupil Engagement * Priority 7 – Course Access * Priority 8 – Other Pupil Outcomes WHO – Staff & Volunteers Teachers, instructional aides, intervention staff, and trained volunteers will support implementation of RTI/MTSS instructional rotations and intervention services. Administration will continue to support staff collaboration through professional development, intervention-planning		

Action #	Title	Description	Total Funds	Contributing
		meetings, and curriculum-alignment discussions focused on mathematics instruction and intervention strategies. WHO – Students Services will remain schoolwide, with prioritized MTSS intervention supports provided for: * English Learners through vocabulary scaffolds, integrated language supports, and targeted math intervention * Foster Youth and Low-Income students through prioritized access to intervention groups and individualized academic support * Students with Disabilities through push-in intervention aligned to IEP goals and individualized learning supports * Students in Grades 6–7 identified through assessment data as requiring intensified mathematics intervention and conceptual skill development OUTCOME / MEASUREMENT * CAASPP Mathematics: Increase the percentage of students meeting or exceeding standards on the CAASPP Mathematics assessment by at least 5 percentage points above the 2025–26 baseline by 2027, while maintaining Green performance and progressing toward Blue performance on the California School Dashboard Mathematics Indicator. * i-Ready / STAR 360: Increase the percentage of students meeting Typical Growth expectations and performing at or above grade-level proficiency by at least 5 percentage points annually across grade levels and identified student groups as measured by STAR 360 and i-Ready Diagnostic assessments. * MTSS Monitoring: Maintain progress monitoring documentation for 100% of students receiving Tier 2 and Tier 3 interventions, with intervention plans reviewed and updated at least once per trimester. * Classroom Walk-Throughs: Conduct ongoing instructional walk-throughs throughout the school year to monitor implementation of rigorous mathematics instruction, student engagement, conceptual understanding, mathematical discourse, and DOK Level 3–4 learning tasks, with findings used to inform professional development and instructional improvement.		

Action #	Title	Description	Total Funds	Contributing
		WHY – Need, Conditions, Circumstances Local assessment data, CAASPP performance trends, and intervention reviews indicate ongoing needs in conceptual understanding of mathematics, mathematical reasoning, fluency development, and problem-solving skills, particularly within upper elementary and middle school grade levels. Reflection on prior implementation also identified the importance of strengthening intervention consistency, improving instructional monitoring systems, and increasing opportunities for targeted conceptual mathematics instruction. Additionally, mathematics has been identified as the focus area for the school's upcoming curriculum adoption cycle planned for implementation in 2027–28. During the 2026–27 school year, the school will pilot two mathematics curriculum programs aligned with California State Standards, intervention needs, conceptual mathematics instruction, and the school's integrated thematic instructional model. Findings from curriculum pilot implementation, teacher collaboration, and student performance data will support future curriculum adoption decisions. HOW – Implementation * Scheduling: Prioritized intervention support for Grades 6–7 mathematics instructional blocks while maintaining schoolwide intervention access. * Training: Staff and aides will receive professional development focused on conceptual mathematics instruction, DOK Level 3–4 tasks, intervention strategies, and mathematics discourse. * Data Review: Teachers and intervention staff will review i-Ready diagnostics, STAR 360 results, and classroom performance data each trimester to regroup students and adjust intervention plans. * Curriculum Pilot: Teachers will pilot and evaluate two mathematics curriculum programs aligned to instructional goals and intervention priorities. * Monitoring: Administration and instructional teams will continue reviewing intervention implementation, assessment growth data, and instructional supports throughout the year. EFFECTIVENESS		

Action #	Title	Description	Total Funds	Contributing
		* Increased CAASPP Mathematics achievement, including a minimum 5 percentage point increase in the percentage of students meeting or exceeding standards above the 2025–26 baseline by 2027. * Increased percentages of students meeting Typical Growth expectations and performing at or above grade-level proficiency as measured by STAR 360 and i-Ready Diagnostic assessments. * Increased student engagement and participation in mathematics intervention and instructional support programs. * Strengthened implementation of conceptual mathematics instruction, mathematical discourse, and MTSS intervention supports. * Improved instructional consistency, rigor, and use of DOK Level 3–4 learning tasks across classrooms and grade levels. P2P Strategies – Action 1.2 The school is allocated funding to support instructional aide personnel, intervention supports, professional development, and the implementation of mathematics interventions. Monitoring and evaluation will continue each trimester through MTSS reviews, ILP progress monitoring, local assessment analysis, and ongoing LCAP evaluation processes aligned with Goal 1 metrics.		
1.3	Action 1.3 Instructional Materials for Mathematics	Action 1.3 Instructional Materials for Mathematics (2026–27) Highly Effective Teaching (HET) instructional materials, mathematics intervention resources, digital instructional platforms, and supplemental mathematics curriculum tools will be utilized to strengthen mathematics instruction across TK–8 grade levels. Instructional materials and strategies will support all Depth-of-Knowledge (DOK) levels with increased emphasis on DOK Levels 3–4 conceptual reasoning, mathematical problem-solving, discourse, and real-world application of mathematical concepts. The action is designed to increase rigor, student engagement, intervention effectiveness, and long-term mathematics achievement for all student groups.	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		WHAT This action supports implementation of instructional materials, intervention resources, educational technology, and curriculum tools intended to improve mathematics achievement and strengthen conceptual mathematics instruction schoolwide. Resources may include: * i-Ready mathematics instructional licenses and diagnostic assessments * Supplemental intervention materials and manipulatives * DOK Level 3–4 problem-solving tasks and instructional resources * Printed and digital mathematics curriculum pilot materials * Online instructional platforms and assessment systems * Supplemental ELD and SPED mathematics support materials * Professional development support resources aligned to mathematics instruction This action supports the following California State Priority Areas: * 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 Classroom teachers, instructional aides, intervention staff, and trained volunteers will utilize purchased instructional materials and digital learning tools to support mathematics instruction, small-group intervention, independent practice, and differentiated student support throughout the school day and intervention periods. WHO – STUDENTS This action provides schoolwide support while prioritizing services for: * English Learners * Foster Youth		

Action #	Title	Description	Total Funds	Contributing
		* Low Socioeconomic Disadvantaged students * Students with Disabilities * Students identified through MTSS intervention systems as requiring additional mathematics support P2P's MTSS framework aligns mathematics intervention, conceptual learning, and differentiated instructional supports with California State Standards and the school's integrated thematic instructional model to strengthen both academic achievement and student engagement. ACTIONS FOR ENGLISH LEARNERS The Charter will continue implementing ELD best practices and integrated mathematics language-development supports to strengthen conceptual understanding and academic vocabulary within mathematics instruction. Strategies include: * Additional integrated mathematics and ELD instructional support * Mathematics vocabulary development and language scaffolds * Collaborative instructional planning aligned to CCSS and ELD standards * Supplemental digital and printed instructional materials supporting mathematics language development ACTIONS FOR STUDENTS WITH DISABILITIES (SWD) The Charter and Special Education Team will continue implementing best practices and individualized instructional supports aligned with El Dorado SELPA guidance and student IEP goals. Strategies include: * Increased family communication regarding mathematics progress and supports * Push-in and small-group intervention aligned with IEP goals * Supplemental instructional materials and accommodations * Conceptual mathematics instruction utilizing HET strategies and DOK Level 3–4 learning opportunities		

Action #	Title	Description	Total Funds	Contributing
		OUTCOME / MEASUREMENT * Maintain and improve CAASPP Mathematics performance levels while reducing Distance From Standard. * Increase the percentage of students meeting Typical Growth targets through i-Ready and STAR 360 mathematics assessments. * Strengthen implementation of conceptual mathematics instruction and DOK Level 3–4 learning tasks across classrooms. * Improve consistency of intervention support implementation and instructional material utilization throughout MTSS structures. * Increase student engagement and participation in rigorous mathematics learning activities. WHY – NEEDS, CONDITIONS, AND CIRCUMSTANCES Although the Charter has demonstrated prior mathematics growth, local assessment data, CAASPP performance trends, and intervention monitoring continue to identify needs related to conceptual mathematics understanding, mathematical reasoning, fluency development, and intervention consistency, particularly within upper elementary and middle school grade levels. P2P remains committed to utilizing multiple-measure assessment systems including CAASPP, STAR 360, i-Ready, classroom performance measures, and MTSS progress monitoring to guide instructional planning and continuous improvement efforts. As part of long-term instructional planning, mathematics has been identified as the focus area for the school’s next curriculum adoption cycle scheduled for full implementation in 2027–28. During the 2026–27 school year, the Charter will pilot two selected mathematics curriculum programs aligned with California State Standards, conceptual mathematics instruction, intervention needs, and the school’s integrated thematic instructional model. Piloted curriculum materials will be actively utilized throughout the 2026–27 school year in both online and printed formats. Teachers and instructional		

Action #	Title	Description	Total Funds	Contributing
		staff will implement and evaluate all available curriculum resources associated with the pilot programs, including: * Digital instructional platforms * Teacher editions and instructional guides * Student consumable materials * Assessments and intervention resources * Manipulatives and supplemental instructional supports * Independent practice and homework resources Teacher feedback, student engagement data, local assessment results, intervention outcomes, and curriculum implementation reviews collected during the pilot year will guide the final mathematics curriculum adoption recommendation for full implementation in 2027–28. HOW – PROFESSIONAL DEVELOPMENT & IMPLEMENTATION Professional development and instructional collaboration will continue focusing on: * Conceptual mathematics instruction * DOK Level 3–4 learning tasks * Mathematical discourse and reasoning * Purposeful student engagement strategies * Standards-based instructional alignment * Intervention implementation and differentiation * Curriculum pilot training and evaluation * Effective use of instructional technology and mathematics resources These strategies are intended to strengthen instructional rigor, improve intervention effectiveness, increase student engagement, and support long-term mathematics achievement growth for all student groups. EFFECTIVENESS The Charter believes these instructional materials, intervention supports, and implementation strategies will continue supporting improved mathematics achievement, increased instructional rigor, and reduced		

Action #	Title	Description	Total Funds	Contributing
		Distance From Standard performance gaps. Monitoring and evaluation will occur each trimester through: * CAASPP data analysis * STAR 360 and i-Ready growth monitoring * MTSS intervention reviews * Classroom observations and instructional walk-throughs * Student work analysis * Curriculum pilot implementation reviews * Teacher collaboration and feedback Long-term goals include sustained mathematics growth, strengthened conceptual mathematics instruction, successful curriculum adoption implementation, and continued movement toward higher CAASPP performance levels schoolwide. P2P Strategies – Goal 1, Action 1.3 Funding allocations will support: * i-Ready instructional licensing and assessment tools * Supplemental mathematics instructional materials * Mathematics intervention resources and manipulatives * Printed and online curriculum pilot materials * ELD and SPED supplemental instructional supports * Professional development materials and implementation resources Monitoring and evaluation will continue through trimester data reviews, ILP progress monitoring, MTSS implementation reviews, local assessment analysis, and ongoing LCAP evaluation processes aligned with Goal 1 metrics.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By 2028, P2P will strengthen and sustain a comprehensive Multi-Tiered System of Supports (MTSS) that promotes student attendance, engagement, wellness, and connectedness in order to maintain school attendance above 90% ADA while reducing chronic absenteeism and increasing positive student participation in schoolwide learning experiences. Through integrated academic, behavioral, social-emotional, and family support systems, the Charter will continue fostering a safe, inclusive, and supportive whole-child learning environment for all students. (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.

Peak to Peak Mountain Charter serves all TK–8 students, including significant populations of White, Hispanic, low socioeconomic, English Learner, and Students with Disabilities subgroups within a small rural mountain community. Attendance and chronic absenteeism continue to be important focus areas due to the unique challenges faced by families in rural settings, including transportation barriers, family work schedules, limited childcare access, weather-related travel concerns, health needs, and inconsistent attendance routines. This goal supports State Priority 5 by improving student attendance, reducing chronic absenteeism, strengthening student engagement, and increasing school connectedness.

Local attendance data, stakeholder feedback, and ongoing MTSS reviews continue to identify the need for strengthened attendance systems, increased family outreach, and expanded student engagement supports. During the 2026–27 LCAP planning process, the Board reaffirmed Goal 2 as a high-priority focus area centered on improving student attendance, reducing chronic absenteeism, strengthening family-school partnerships, and increasing student connectedness and engagement within the school community.

Actions 2.1 and 2.2 combine proactive attendance communication, MTSS intervention supports, family outreach, positive attendance incentives, and student engagement opportunities designed to improve Average Daily Attendance (ADA), reduce chronic absenteeism rates, and strengthen positive school participation habits for all students. The Charter will continue implementing whole-child support systems that prioritize relationship-building, family collaboration, student wellness, and meaningful student engagement as part of its long-term strategy to improve attendance.

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	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)	The parental SAC has collectively begun a flyer to offer parents an opportunity to donate money to SAC in lieu or in addition to parent volunteering	Parents and caregivers continued to actively participate in school programs and activities during the 2025–26 school year through Individual Learning Plan (ILP) meetings, Board meetings, LCAP Advisory Meetings, volunteer opportunities, school events, and ongoing communication with staff. Parent participation increased through expanded engagement opportunities and regular collaboration to support student success.		90% Parent Participation verified in the following activities: parent volunteer hours and events, Back to School Night, Parent ILP Conferences each trimester, PTSO-SAC Events, Field Trips, 8th Grade Graduation and End of Year (EOY) Program, scheduled Board meetings, Student Success Team (SST) meetings, and IEP's.
2.2	State Priority 3. Parent Involvement: 3.B. Promoting parental participation in programs for UPP students to include the needs of foster youth, English	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	UPP Parental participation for 2023-24 through January 31, 2024 falls below mid-year Charter	Parents of low-income students, English Learners, and foster youth were provided meaningful opportunities to participate in	Sustain or exceed 90% parental participation among families of unduplicated pupils through continued involvement in RTI	The Charter expects parental participation that meets the Charter Standards as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	learners, and low income students	students Baseline 2023-24: The Charter will encourage parental participation that meets the Charter Standards as evidenced in 2018-23 Charter Petition for UPP students by providing small group and individualized RTI and/or 1-1 tutoring support if necessary for mathematics and English-language arts lessons.	Petition expectations	educational programs, ILP meetings, LCAP development, and school activities during the 2025–26 school year. The Charter maintained ongoing communication and individualized outreach to support equitable family engagement and student success.	planning, individualized tutoring supports, SST meetings, and ongoing communication regarding academic progress in mathematics and English-language arts.	evidenced in 2018-23 Charter Petition for UPP students by providing small group and individualized RTI and/or 1-1 tutoring support if necessary for mathematics and English-language arts lessons.
2.3	State Priority 3. Parent Involvement: 3.C. Promoting parental participation in programs for individuals with exceptional needs	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	Individuals with exceptional needs Parental participation through January 31, 2024 Charter activities reveals a 95+% participation rate as evidenced by volunteer record sheets and attendance sign-in records which is considered excellent	Student, parent, and staff survey results indicated a positive school climate characterized by strong relationships, a safe learning environment, and a sense of belonging. Feedback supported continued implementation of social-emotional learning, positive behavior supports, and relationship-	Sustain 100% parental participation for families of students with disabilities and continue engagement in individualized intervention planning and progress monitoring aligned to IEP goals. P2P Chronic Absenteeism 2023 Dashboard Data reveals a 59.1% rating	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English-language arts lessons.	according to Charter Petition volunteer standards and expectations.	centered practices that promote student well-being and engagement.	which is a decrease of 2% from 2022 data showing 57.1% (Red); therefore, P2P remains in the red for Standard Percentage and negatively above the State Standard Percentage for White subgroup.	for mathematics and English-language arts lessons.
2.4	State Priority 5. Supporting Student Engagement: 5.A. Reducing Chronic Absenteeism Rates	State Priority 5.A. Reducing Chronic Absenteeism Per Charter Dashboard: Baseline 2023-24: Reduce Chronic Absenteeism Rate by a minimum of 10% from 2022-23 rate of 58.6%.	P2P Chronic Absenteeism 2023 Dashboard Data reveals a 59.1% rating which is a decrease of 2% from 2022 data showing 57.1% (Red); therefore, P2P remains in the red for Standard Percentage and negatively above the State Standard Percentage for White subgroup.	The Charter maintained a low suspension rate during the 2025–26 school year through proactive behavioral supports, restorative practices, social-emotional learning, and individualized interventions. Behavioral expectations remained consistent, contributing to a safe and supportive learning environment.	Maintain and increase school-wide Average Daily Attendance (ADA) to 92% or higher while reducing chronic absenteeism through proactive MTSS attendance interventions, family outreach, positive attendance incentives, and expanded student engagement opportunities designed to strengthen student connectedness	Reduced Chronic Absenteeism to 8.2% as reported on the 2024–25 California School Dashboard, resulting in a Green performance level and a 37% decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and regular school participation. During the 2026–27 school year, P2P will also implement its own School Attendance Review Board (SARB) process to provide early intervention, individualized family support, attendance problem-solving, and increased accountability measures aimed at improving student attendance outcomes and reducing chronic absenteeism across student groups.	
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	During the 2025–26 school year, P2P improved Average Daily Attendance (ADA) to approximately 91% as evidenced through Schoolwise SIS data. The Charter continued implementing	Chronic absenteeism continued to decline during the 2025–26 school year through implementation of attendance incentives, family outreach, experiential learning	Maintain and increase Average Daily Attendance (ADA) to 92% or higher, as measured through Schoolwise SIS attendance data, while reducing chronic absenteeism through expanded	P2P increased Average Daily Attendance (ADA) from the 2023–24 baseline of 89.7% to 91% during the 2025–26 school year, reflecting a 1.3 percentage point increase in overall student attendance.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			MTSS attendance supports, family outreach, positive attendance incentives, and student engagement opportunities to strengthen attendance and school connectedness. Continued attendance challenges related to transportation, family schedules, health concerns, and rural access highlighted the need for more formalized intervention systems. As part of ongoing improvement efforts, P2P will implement its own School Attendance Review Board (SARB) process during the 2026–27 school year to provide earlier intervention, increased family collaboration, and	opportunities, and targeted interventions. Ongoing attendance monitoring and individualized supports contributed to improved student attendance and engagement.	MTSS attendance interventions, implementation of a School Attendance Review Board (SARB) process, strengthened family engagement, and increased student connectedness and participation in meaningful school experiences.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			additional attendance support measures aimed at reducing chronic absenteeism and maintaining ADA rates above 92%.			
2.6	State Priority 5. Supporting Student Engagement: 5.C. Middle School Dropout Rates	State Priority 5.C. Maintaining 0% Middle School Dropout Rate	Maintained 0% Middle School Dropout Rate through 2027	The Charter maintained strong Average Daily Attendance during the 2025–26 school year through consistent attendance monitoring, positive attendance incentives, family communication, and engaging instructional practices. Improved attendance supported increased instructional time and student learning opportunities.	Maintain 0% Middle School Dropout Rate during the 2025–26 school year.	N/A
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	During the 2025–26 school year, P2P strengthened school climate and student	The Charter maintained a safe and secure learning environment	ADA for the 2026–27 school year will increase and maintain levels at or above 92%	The 2026–27 ADA target of 92% reflects an increase of 2.28 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Average Daily Attendance (ADA) to above 90% from current ADA of 89.72%	connectedness through MTSS supports, social-emotional learning, family engagement, field trips, and schoolwide events. Average Daily Attendance (ADA) increased from 89.72% to approximately 91% as evidenced through Schoolwise SIS data. Continued attendance challenges highlighted the need for expanded intervention systems, including implementation of a School Attendance Review Board (SARB) process planned for 2026–27.	during the 2025–26 school year through regular safety drills, updated emergency procedures, staff training, and ongoing campus supervision. Students and staff participated in emergency preparedness activities appropriate for the school's rural mountain setting.	through expanded MTSS attendance supports, family engagement, student connectedness initiatives, and implementation of a School Attendance Review Board (SARB) process.	from the 2023–24 baseline ADA of 89.72%.
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	During the 2025–26 school year, P2P maintained a very low suspension rate, with only one student	Students demonstrated increased engagement through participation in leadership	P2P will maintain a suspension rate below 2% while continuing to strengthen proactive behavior supports, social-	The 2025–26 suspension outcome reflects a slight increase from the 2023–24 baseline of 0% suspension rate,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspension occurring in May 2026 resulting in a two-day suspension. The Charter continued supporting positive student behavior and school connectedness through MTSS supports, social-emotional learning, restorative practices, family communication, and whole-child engagement strategies designed to maintain a safe and supportive school environment.	opportunities, outdoor education, expanded learning programs, performing arts, STEM activities, garden-based learning, and other enrichment opportunities. Educational partner feedback indicated that these experiences strengthened student connectedness and school engagement during the 2025–26 school year.	emotional learning, restorative practices, and student connectedness through MTSS systems and whole-child support strategies.	with one student suspension resulting in a suspension rate remaining below 2%.
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	During the 2025–26 school year, P2P maintained a 0% expulsion rate. The Charter continued supporting a safe, positive, and connected school environment through MTSS supports, restorative	The Charter continued to foster a positive school culture through relationship-centered practices, Lifelong Guidelines, LifeSkills, social-emotional learning, and Multi-Tiered System of Supports (MTSS).	P2P will maintain a 0% expulsion rate through continued implementation of proactive behavior supports, MTSS intervention systems, restorative practices, and student wellness and	The 2025–26 outcome maintained the 2023–24 baseline of a 0% expulsion rate with no expulsions reported.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			practices, social-emotional learning, proactive family communication, and whole-child behavioral supports.	Students reported feeling welcomed, supported, and connected to their school community, contributing to a positive learning environment throughout the 2025–26 school year.	connectedness initiatives.	

Goal Analysis [2025-26]

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

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

Peak to Peak substantially implemented all actions associated with Goal 2 during the 2025–26 school year. Attendance monitoring systems, MTSS supports, parent communication protocols, attendance incentives, and intervention strategies were implemented as planned. Attendance data was reviewed regularly to identify students requiring Tier 2 and Tier 3 supports. Parent participation remained strong through ILP conferences, SST meetings, IEP meetings, volunteer opportunities, and school events. Successes included maintaining ADA above 90%, sustaining strong family engagement, and maintaining zero suspensions, expulsions, and middle school dropouts. Challenges included addressing attendance barriers for a small number of students experiencing chronic absenteeism and providing individualized interventions to support consistent attendance.

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.

There were no material differences between budgeted expenditures and estimated actual expenditures that significantly affected implementation of Goal 2. Attendance incentive programs, MTSS supports, parent outreach efforts, and attendance intervention activities were implemented substantially as planned. Any minor expenditure variances were related to timing of purchases and implementation activities and did not impact student services or attendance supports.

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

The actions implemented under Goal 2 were effective in improving student attendance, engagement, and school climate outcomes. Attendance incentive programs, MTSS interventions, parent communication efforts, and attendance monitoring systems contributed to maintaining Average Daily Attendance above 90%. Mid-year 2025–26 ADA was 91%, and attendance supports continued to promote student

engagement and participation. Parent participation remained above 90% across school activities and conferences, with 100% participation for families of students with disabilities. The Charter also maintained a 0% suspension rate, 0% expulsion rate, and 0% middle school dropout rate. These results demonstrate that the actions associated with Goal 2 are effectively supporting student engagement, attendance, and a positive school climate.

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.

Based on the review of implementation and outcome data, the Charter will continue the actions associated with Goal 2 with no significant changes. Attendance monitoring systems, MTSS interventions, attendance incentive programs, parent engagement activities, and student support services will remain in place. The Charter will continue to strengthen early identification of attendance concerns and provide targeted interventions for students demonstrating chronic absenteeism patterns. These efforts are expected to support continued improvements in attendance, student engagement, and school climate.

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	Fully Implement the Charter attendance policy to reduce Chronic Absenteeism.	Fully Implement the Charter attendance policy to reduce Chronic Absenteeism.	\$1,000.00	Yes
2.2	Incentive MTSS Programs to raise attendance rates to reduce chronic absenteeism.	Incentive MTSS Programs to raise attendance rates to reduce chronic absenteeism.	\$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$53,497.00	\$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
6.391%	0.000%	\$0.00	6.391%

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:	This action is provided on an LEA-wide and schoolwide basis because all teachers serve unduplicated pupils throughout the school. Improving instructional practices across all classrooms increases access to high-quality instruction and supports the academic success of English Learners, Foster Youth, and Low-Income students, who are expected to benefit most from strengthened teaching practices and targeted engagement strategies.	Effectiveness will be measured through CAASPP mathematics performance, local benchmark assessments, student engagement data, and analysis of academic growth for English Learners, Foster Youth, and Low-Income students.

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
	English Learners, Foster Youth, and Low-Income students continue to demonstrate achievement gaps in mathematics and require targeted instructional strategies to improve academic outcomes. Staff professional development is needed to strengthen evidence-based instructional practices, student engagement, differentiated instruction, and intervention supports. Scope: LEA-wide Schoolwide		
1.2	Action: Action 1.2 RTI program and lower teacher-student ratio Implementation Need: Unduplicated students often require additional academic intervention, individualized support, and timely identification of learning needs to achieve grade-level standards in mathematics and core academic subjects. Scope: LEA-wide Schoolwide	This action is implemented on an LEA-wide and schoolwide basis because intervention services and reduced teacher-student ratios improve access to individualized academic support for all students while principally benefiting English Learners, Foster Youth, and Low-Income students who are more likely to require targeted intervention and differentiated instruction.	Effectiveness will be measured through intervention participation data, benchmark assessment results, CAASPP performance, academic growth measures, and progress toward grade-level proficiency for unduplicated student groups.
1.3	Action: Action 1.3 Instructional Materials for	This action is provided on an LEA-wide and schoolwide basis because all students access the mathematics curriculum; however, English Learners, Foster Youth, and Low-Income students	Effectiveness will be measured through student performance on local mathematics

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
	Mathematics Need: English Learners, Foster Youth, and Low-Income students require access to high-quality instructional materials and supplemental resources that support grade-level learning, differentiated instruction, and equitable access to rigorous mathematics content. Scope: LEA-wide Schoolwide	are expected to benefit most from enhanced instructional materials, supplemental resources, and differentiated learning supports designed to improve access, engagement, and academic achievement.	assessments, CAASPP mathematics results, classroom progress monitoring, and analysis of achievement outcomes for English Learners, Foster Youth, and Low-Income students.
2.1	Action: 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: LEA-wide 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: 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	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.	- Weekly ADA snapshot (SchoolWise) - Monthly chronic-absence report by subgroup

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
	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 incentives, and gaps in family follow-up as the chief barriers to regular attendance. Scope: LEA-wide Schoolwide	Positive reinforcement and immediate acknowledgement of improvement are research-based strategies for reducing absenteeism among low-income families and other UPP subgroups.	Incentive-event sign-in / participation logs

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 School has not identified any contributing actions that are limited to one or more unduplicated student groups for the 2026–27 school year. All contributing actions are provided on an LEA-wide and schoolwide basis and are described in the LEA-wide and Schoolwide Actions section. Therefore, no additional methodology is required for limited actions.

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.

Peak to Peak Mountain Charter School does not receive Additional Concentration Grant funding because the school does not meet the statutory threshold for eligibility. Therefore, no additional concentration grant funds are available for allocation, and this requirement is not applicable.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$837,114.00	\$53,497.00	6.391%	0.000%	6.391%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$54,000.00	\$0.00	\$0.00	\$0.00	\$54,000.00	\$0.00	\$54,000.00

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	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-2026	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2026-2027	\$0.00	\$38,000.00	\$38,000.00				\$38,000.00	
1	1.3	Action 1.3 Instructional Materials for Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2026-2027	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
2	2.1	Fully Implement the Charter attendance policy to reduce Chronic Absenteeism.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.2	Incentive MTSS Programs to raise attendance rates to reduce chronic absenteeism.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$837,114.00	\$53,497.00	6.391%	0.000%	6.391%	\$54,000.00	0.000%	6.451 %	Total:	\$54,000.00
								LEA-wide Total:	\$54,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$54,000.00

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	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$2,500.00	
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$38,000.00	
1	1.3	Action 1.3 Instructional Materials for Mathematics	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$7,500.00	
2	2.1	Fully Implement the Charter attendance policy to reduce Chronic Absenteeism.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	
2	2.2	Incentive MTSS Programs to raise attendance rates to	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	

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 (%)
		reduce chronic absenteeism.						

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$34,500.00	\$47,613.00

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	Yes	\$2,500	\$2,500
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Yes	\$24,000	\$37,113
1	1.3	Action 1.3 Instructional Materials for Mathematics	Yes	\$2,000	\$2,000
2	2.1	Fully Implement the Charter attendance policy (SARB) to reduce Chronic Absenteeism	Yes	\$1,000	\$1,000
2	2.2	Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism	Yes	\$5,000	\$5,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$47,613	\$34,500.00	\$47,613.00	(\$13,113.00)	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	2,500	2,500		
1	1.2	Action 1.2 RTI program and lower teacher-student ratio Implementation	Yes	24,000	37,113		
1	1.3	Action 1.3 Instructional Materials for Mathematics	Yes	2,000	2,000		
2	2.1	Fully Implement the Charter attendance policy (SARB) to reduce Chronic Absenteeism	Yes	1,000	1,000		
2	2.2	Action 2.2 Incentive MTSS programs to raise Attendance Rates to reduce Chronic Absenteeism	Yes	5,000	5,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$787,155	\$47,613	0.00%	6.049%	\$47,613.00	0.000%	6.049%	\$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 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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