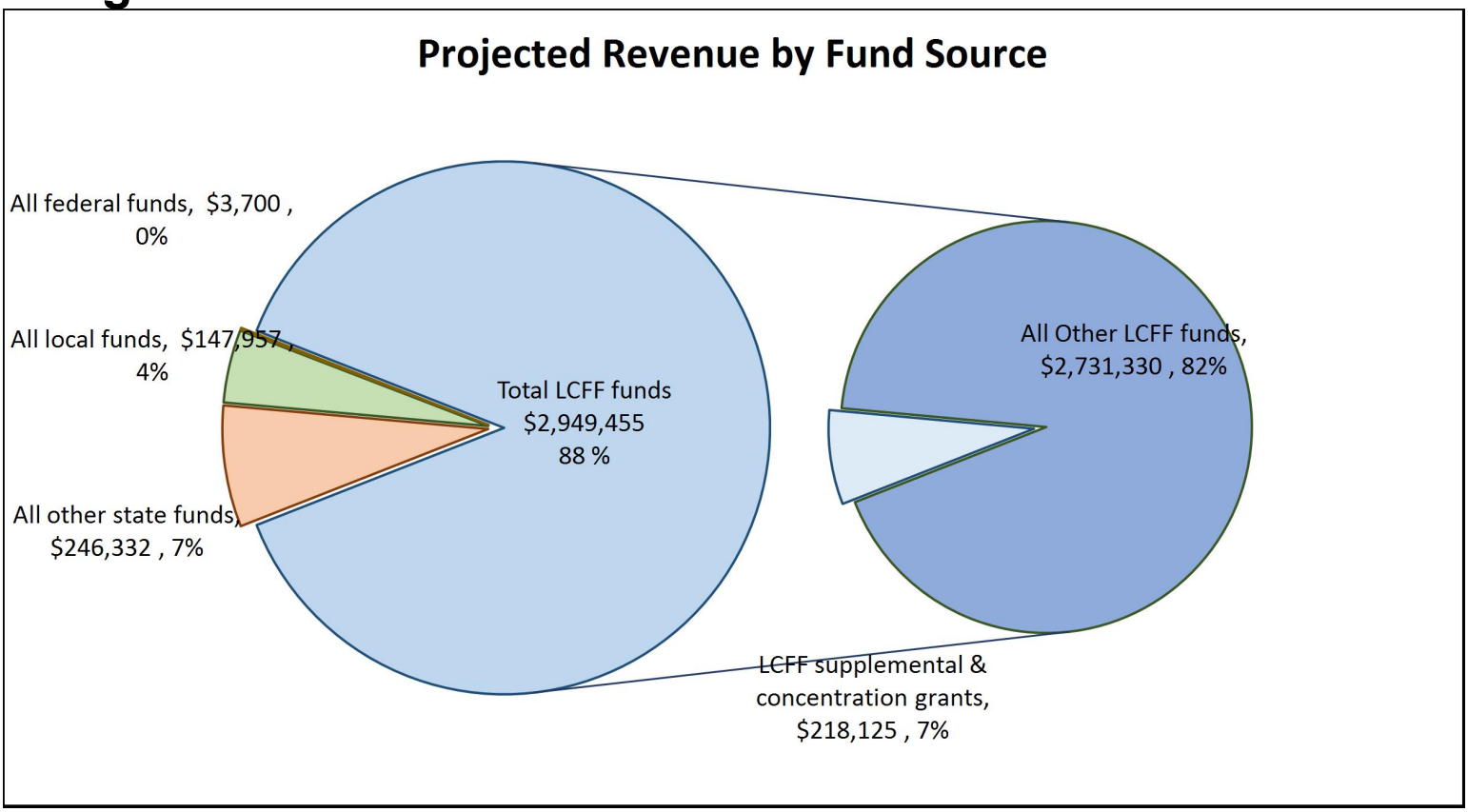
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Home School Charter
CDS Code: 20-76414-6110076
School Year: 2025-26
LEA contact information:
Michael Cox
Director
mcox@wscsfamily.org
559--642--1422

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

Budget Overview for the 2025-26 School Year



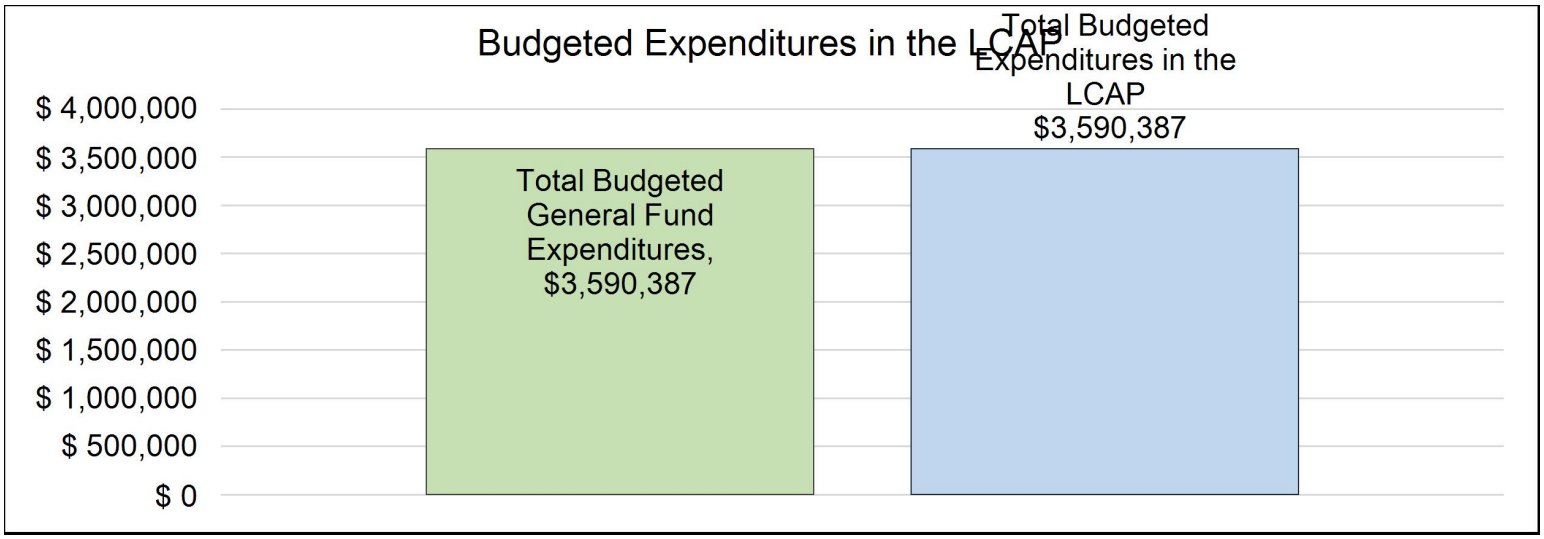
This chart shows the total general purpose revenue Mountain Home School Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Home School Charter is $3,347,444, of which $2949455 is Local Control Funding Formula (LCFF), $246332 is other state funds, $147957 is local funds, and $3700 is federal funds. Of the $2949455 in LCFF Funds, $218125 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 Mountain Home School Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

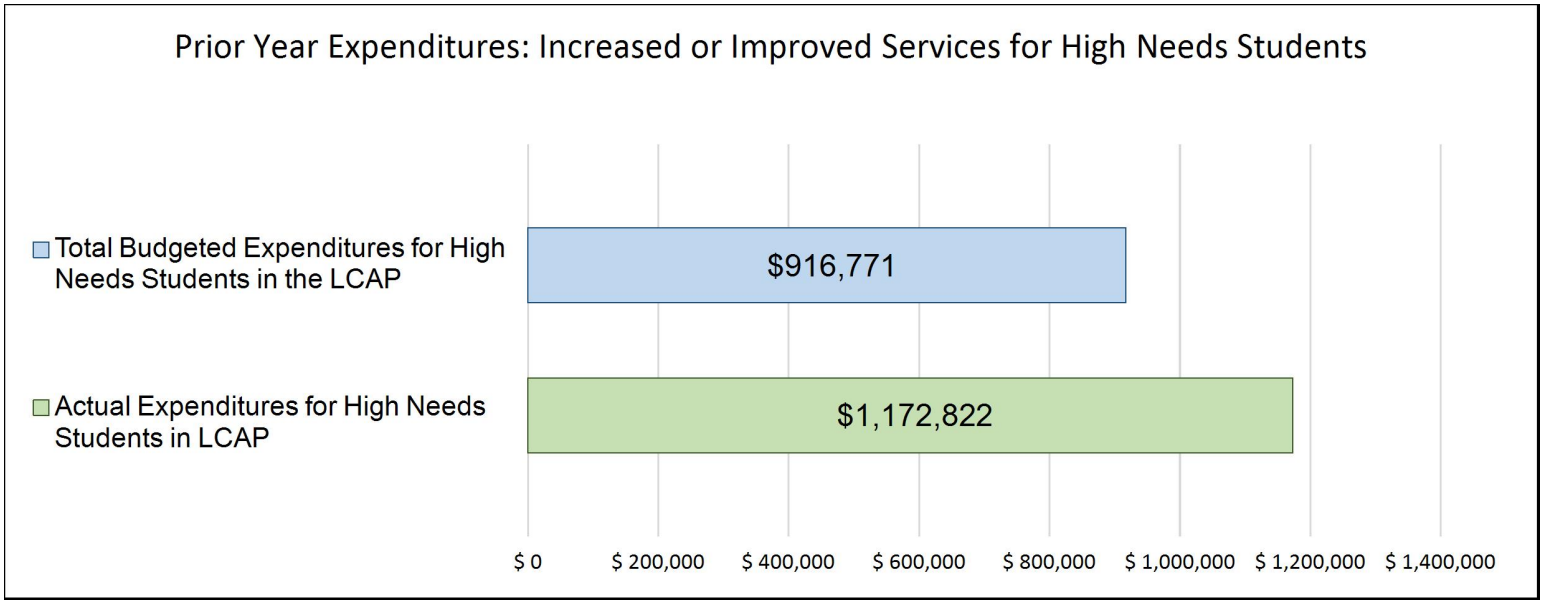
The text description of the above chart is as follows: Mountain Home School Charter plans to spend $3590387 for the 2025-26 school year. Of that amount, $3590387 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Mountain Home School Charter is projecting it will receive $218125 based on the enrollment of foster youth, English learner, and low-income students. Mountain Home School Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Home School Charter plans to spend $1147513 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Mountain Home School Charter's LCAP budgeted $916771 for planned actions to increase or improve services for high needs students. Mountain Home School Charter actually spent $1172822 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain Home School Charter	Michael Cox Director	Director 559--642--1422

Plan Summary [2025-26]

General Information

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

Mountain Home School Charter operates a program that has come to be known as “personalized learning.” Personalized Learning has been acknowledged and commended with a State Senate resolution (SR-36). Personalized learning is a unique, blended classroom and nonclassroom based public educational model that is tailored to the needs and interests of each individual student. Voluntary enrollment provides our program with a natural venue for parent and student prerogative. As a school, we do not dictate to students and their parents how to engage the learning material. Rather, we set before them the educational goals and work cooperatively with them in creating customized learning plans that best reach those goals. We believe that their desires, strengths and needs are crucial to how the Charter School works with them as individuals. This methodology, both curricular and instructional, is built around each student’s needs, abilities and interests. All students meet together with their teacher and parents to create their own personalized learning plan (PLP) at least monthly and to evaluate effectiveness and needed supplementation or change. The PLP brings the student, parent and teacher together in a formalized relationship for the sole purpose of planning, implementing, assessing and adjusting the student’s educational program. The PLP process includes frequent, regularly scheduled meetings of the parent, student and teacher, assessment of the student’s academic strengths and weaknesses, development of a curricular and instructional plan tailored to the student, ongoing monitoring and collection of student work and adjustment to meet the student’s needs. The PLP process is a thorough, formal, but personal system that meets each student’s academic needs in a very precise, individualized and responsive way. Enrollment Data from 2024-25: Our average student enrollment this year was 214 students, slightly higher than the previous year. Our students reside in the mountain area of Madera County representing Oakhurst, Coarsegold, Bass Lake, Ahwahnee, Raymond, Mariposa, and North Fork. The ethnic make-up mirrors the town from which it draws its students: 0% African American, 1.88% American Indian, 2.35% Asian, 0.94% Filipino, 18.31% Hispanic, 1.41% Unspecified, 5.63% Two or

More Races, and 69.01% White. Of this population, 42.72% of total enrollment is Socioeconomically Disadvantaged, 0.94% English Learners, 0.94% are Homeless/Foster Youth and 13.15% are Students with Disabilities.

Reflections: Annual Performance

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

Mountain Home is proud of what we have accomplished as a charter school in Madera County. Successes includ, but are not limited to: Providing high-quality educational options to students and their parent/guardian (recent parent surveys indicated that 100% of our parents would recommend our school to others), providing effective support to all students (per student survey 100% of student feel the school provides support to them and their parents), teachers (with parent/guardian collaboration) effectively providing educational plans for all students through our personalized learning plan (PLP) model.
In addition, students in grades TK-8th participated in Benchmark NWEA MAP Testing. This assessment is used to create student academic goals, and provide appropriate student supports. Because the end-of-year NWEA testing is still underway, we reported NWEA results comparing the same cohort of students in Fall 2023 with Fall 2024 to assess learning. The results showed a slight loss in Reading and no significant change in Math. The 2023-2024 school year SBAC testing participation rate for grades 3-8th grade students was 97%. In addition, our CAST Science test scores in all grades tested (5th, and 8th) were strong, although slightly under the state proficiency rates. We are proud of our Advising Teachers and Support Staff who provide all students, including those with diverse learning needs, and their parent/guardian, excellent support and assistance on a frequent and regular basis. All students were provided with appropriate curriculum, a variety of additional learning materials, and Chromebooks. Mountain Home School continuously provides opportunities for student engagement through extracurricular opportunities, such as sports, academic competitions, field trips, onsite classes and activities. Overwhelmingly, responses from our school climate surveys given to students and parents were positive. Most parents and students felt the school supported their needs, including educational-related technology needs and access to educational materials. Most parents also rated our school "above average" and "excellent" in how well we communicated to them about school events and procedures

Reflections: Technical Assistance

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

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support 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 Administrators, including Site Principals, Assistant Principals, Teachers, Classified Staff, Western Sierra Charter Schools Board, Parents/Guardians and students	The input of a variety of educational partners is critical for providing meaningful insight to help the Leadership Team make quality, informed planning decisions. The following groups of educational partners participated in surveys and LCAP Focus Groups: Executive Director, Site Principals, Assistant Principal, Teachers, Classified Staff, Western Sierra Charter Schools Board members, Parents/Guardians and students. In addition, the Leadership Team (Site Principals, Assistant Principal, Executive Director and CBO) attended and participated in strategic LCAP analysis and planning meetings with Parsec (data analysis partner). Parsec and the Leadership Team hosted a schoolwide LCAP workshop for all staff to review and assess the alignment of our identified goals and actions in the 2023-2024 school year to launch the new LCAP cycle. All students, including unduplicated pupils (EL, SED, Foster/Homeless) and SWD, along with their parent/guardian, have frequent interactions with Advising and Special Education teachers, EL Coordinator, Foster/Homeless Youth Liaison, and classified support staff. Regularly scheduled staff meetings are held at least monthly, and administrative personnel meet on a regular basis. The WSCS Board meets throughout the school year. The members of our LCAP Focus Group shared their feedback through the survey and through our scheduled meetings. Educational Partner engagement occurs routinely and purposefully throughout the school year and was considered prior to finalizing the LCAP for the new LCAP cycle and annually to update the current LCAP as needed.

Educational Partner(s)	Process for Engagement
	The LCAP Public Hearing was held on May 13, 2025. The LCAP Adoption by the WSCS Board was June 17, 2025.

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

Here is a summary of the feedback that we received from our Educational Partners:

Personalized Learning Plan (PLP) Meetings
Strengths:
Opportunity to review grades and check the student portal.
Parents (7th & 4th grade) appreciate feedback on student samples.
Students value seeing where they can improve.
Teachers praised for communication and support.
Meetings are tailored to individual student needs and offer encouragement.
Teachers find PLP meetings the best way to connect with families.
Helpful for learning from teacher feedback (Teachers recognized).
Students feel the meeting length is appropriate.
Good support for links and topic timing.
Needs:
Teachers would like earlier access to transcripts from incoming students.
The learning periods in the shorter attendance months are challenging for teachers.

Onsite Classes
Strengths:
Science classes are appreciated.
Students enjoy drama, Constitution, ROV, and other hands-on courses.
Parents report classes like math and pentathlon/decathlon build skills.
Classes cover subjects parents might not feel comfortable teaching.
Needs:
We need to improve on consistency in the application of class expectations applied across all of our classes.
With limited building space and our effort to keep classes small the classes fill up quickly.
Desire for math classes at lower grade levels.
Request for more enrichment classes and senior offerings.
Middle school lab science is requested.

Academic Guidance

Strengths:
Weekly counseling connections are appreciated by parents.
The campus tours and career day events are valued.
Guidance counseling sessions are helpful, well-timed, and on relevant topics.
Needs:
More work needs to be done on advertising and communicating the College and Career Readiness (CCR) indicator to students, parents, and some teachers.

Transition to High School
Strengths:
The middle school math classes are seen as a good transition tool.
Appreciation for the emphasis on strengthening academic accountability in 7th and 8th grade.
There is broad understanding of middle school parents recognizing the importance of preparing for 9th-grade expectations.
Needs:
Some parents expressed a desire for more class options during the transition.
Middle schoolers may lack motivation in their classes which are not graded.
Teachers report many students don't appreciate the importance of earning credits in high school.
Suggestion to strengthen collaboration between K-8 and high school staff to strengthen transition.
Parents express desire for space and structured freedom to teach responsibility.

Parent Support
Strengths:
Parents see positive changes, eg. (increased class offerings, guidance support, increased math instruction and support) over the past 3 years.
Collaborative curriculum selection with advising teachers is appreciated.
Flexibility to switch curriculum if needed.
Curriculum fair helps increase student interest and buy-in.
Excitement about new sports programs and outside activities.
Needs:
Increase ways to “on board” new parents to understand wide variety of curriculum options; such as (videos/testimonials) explaining curriculum.
Curriculum fair not available in Oakhurst.
Need for more parent training in curriculum and CCR indicators.
Parents want specific training in middle school writing and rubrics.
Interest in adding sports and music at Mountain Home School.

Assessment
Strengths:
Our variety of academic assessments helps identify learning gaps.
NWEA assessment is detailed and useful for educators.

Opportunity to reward high-achieving students.
Emphasis on fostering a love of learning and testing as preparation for college.
The teacher and parent relationship in Advising meetings is key for communicating assessment results for younger students.
Teachers can adjust report options to share more data with parents.
Needs:
Parents want further detailed available assessment data and gap analysis.
NWEA reports can be technical and difficult for parents to interpret.
Some parents are resistant to school responsibility and oversight via testing.
Suggestion to improve the communication of assessment information through online presentations

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.	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)

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. Students are academically guided by credentialed teachers and provided customized instructional materials that prepare them for success after high school with College/Career readiness. Local and State Indicator Metrics will be used to support the 6 Actions that we plan to accomplish during 2025-26 SY.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credentialed Teachers Priority 1	74.3% Clear and 13.3% Out-of-Field Data Source: Dataquest 2021-22	86.4% Clear and 13.6% Out-of-Field Data Source: Dataquest 2022-23		75% Clear Credentials	+12.1%
1.2	Access to CCSS aligned curriculum Priority 1	100% of students have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned		100% of students have sufficient access to the standards-aligned	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023 Ca Dashboard	instructional materials. Data Source: 2024 CA Dashboard		instructional materials	
1.3	Implementation of the academic content and performance standards adopted by the State Board. Priority 2	100% implementation of state adopted academic content and performance standards for all students Data Source: Curriculum Catalog	100% implementation of state adopted academic content and performance standards for all students Data Source: Curriculum Catalog		100% implementation of state adopted academic content and performance standards for all students	0%
1.4	Programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Priority 2	100% of EL students have additional supplemental supports in order to ensure access to CCSS and ELD standards for the purpose of gaining academic content knowlegde and english language proficiency. Data Source: SIS	100% of EL students have additional supplemental supports in order to ensure access to CCSS and ELD standards for the purpose of gaining academic content knowledge and English language proficiency. Data Source: SIS		100% of EL students have additional supplemental supports in order to ensure access to CCSS and ELD standards for the purpose of gaining academic content knowlegde and english language proficiency.	0%
1.5	Statewide assessments Priority 4	ELA Met or Exceeded All: 44% SED: 43%	ELA Met or Exceeded All: 43%		ELA Met or Exceeded All: 46%	ELA Met or Exceeded All: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: Group too small Hispanic: Group too small White: 42% Math Met or Exceeded All: 37% SED: 24% SWD: Group too small Hispanic: Group too small White: 36% Data Source: CAASPP Files	SED: 48% SWD: Group too small Hispanic: Group too small White: 48% Math Met or Exceeded All: 28% SED: 23% SWD: 0% Hispanic: Group too small White: 29% Data Source: 2024 CAASPP Files		SED: 45% SWD: Group too small Hispanic: Group too small White: 44% Math Met or Exceeded All: 39% SED: 26% SWD: Group too small Hispanic: Group too small White: 38%	SED: +5% SWD: Group too small Hispanic: Group too small White: +6% Math Met or Exceeded All: -9% SED: -1% SWD: Group too small Hispanic: Group too small White: -7% Data Source: 2024CAASPP Files
1.6	The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University. (A-G completion rate). Priority 4	N/A	N/A		N/A	N/A
1.7	Percentage of pupils who have successfully completed A-G and CTE course requirements.	N/A	N/A		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4					
1.8	The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks. (CTE completion rate) Priority 4	N/A	N/A		N/A	N/A
1.9	Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment (e.g., English Learner Progress Indicator). Priority 4 Priority 4	No Data-Sample size too small Data Source: 2023 Ca School Dashboard	No Data-Sample size too small Data Source: 2024 CA School Dashboard		No Data-Sample size too small	No Data-Sample size too small
1.10	English learner reclassification rate. Priority 4	No Data-Sample size too small Data Source: 2023 Ca School Dashboard	No Data-Sample size too small Data Source: 2024 CA School Dashboard		No Data-Sample size too small	No Data-Sample size too small

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percentage who pass AP exam with score of 3 or higher. Priority 4	N/A	N/A		N/A	N/A
1.12	Participation and demonstration of college preparedness (e.g., EAP). Priority 4	N/A	N/A		N/A	N/A
1.13	Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i) as applicable. Priority 7	100% of students have access to a broad course of study in all required subject areas Data Source: Curriculum Catalog	100% of students have access to a broad course of study in all required subject areas Data Source: Curriculum Catalog		100% of students have access to a broad course of study in all required subject areas	0%
1.14	Programs and services developed and provided to unduplicated pupils. Priority 7	100% of unduplicated pupils have programs and services developed and provided to them. Data Source: SIS	100% of unduplicated pupils have programs and services developed and provided to them. Data Source: SIS		100% of unduplicated pupils have programs and services developed and provided to them.	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Programs and services developed and provided to students with exceptional needs. Priority 7	100% of unduplicated pupils have programs and services developed and provided to them. Data Source: SIS	100% of unduplicated pupils have programs and services developed and provided to them. Data Source: SIS		100% of unduplicated pupils have programs and services developed and provided to them.	0%

Goal Analysis [2024-25]

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

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

Action 1- Monitoring Personalized Learning Plans: Every student will be assigned to a teacher. Every teacher will meet with each student and their parent/s at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs and circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) and those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring. Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance. Every student is assigned to a teacher. Every teacher meets with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.

Action 2-Customized Personalized Learning Plans: Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data. We considered the needs and circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) and those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring. Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance. Every student is provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan is built around the student's ongoing needs and academic performance data. We considered the needs & circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.

Action 3- Providing Class Offerings: The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings. Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance. The school provides necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.

Action 4- Administer Academic Assessments: The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance. 97% of our 3rd-8th grade students participated in ELA SBAC testing. 97% of our 3rd-8th grade students combined participated in Math SBAC testing. NWEA test administered to all K-8th grade students for Spring 2024 and Fall 2024.

Action 5- Ongoing Staff development: Provide ongoing staff development to increase instructional effectiveness in the areas of: PLP advising, educational technology, curriculum, classroom instruction, and college and career guidance.Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance. Teachers meet once a month for curriculum review/training, staff development, safety training, instructional strategies, and once a month for educational technology training.

Action 6- College/Career Readiness Guidance: Provided to 7th and 8th grade students with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness" means as measured and reported on the CA Dashboard percentage of graduating students. Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance.

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.

More funding was received and was then spent

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

The actions outlined in Goal One helped make progress towards the LEA's goal: All students will be provided high quality guidance and instruction within a broad and rigorous curriculum, necessary educational technology supports, and professional staff that will prepare them for success in college and the workplace.The actions in this goal were highly effective in making progress toward this goal.

Action 1: Monitoring Personalized Learning Plans: Every student will be assigned to a teacher. Every teacher will meet with each student and their parent at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs and circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring. Effectiveness of Action: Effective Metric(s): Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.

Analysis Statement: 86.4% Clear and 13.6% Out-of-Field as of last data in Dataquest 22-23. The data available is out of date. All advising teachers are fully credentialed.

Action 2: Customized Personalized Learning Plans: Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data. We considered the needs and circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) & those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring. Effectiveness of Action: Effective Metric(s): Teachers meet with their assigned students monthly. Access to instructional materials. Analysis statement: 100% of students have sufficient access to the standards-aligned instructional materials

Action 3: Providing Class Offerings: The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings. Metric(s): Access to instructional materials and credentialed teachers. Analysis statement: 100% of students have sufficient access to the standards-aligned instructional materials. 86.4% Clear and 13.6% Out Of-Field as of last data in Dataquest 22-23. The data available is out of date. All advising teachers are fully credentialed.

Action 4: Administer Academic Assessments: The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations. Metric(s): Participation rates. Analysis statement: 97% of our 3rd-8th grade students combined participated in ELA SBAC testing. 97% of our 3rd-8th grade students combined participated in Math SBAC testing. NWEA test administered to all K-8th grade students for Spring 2024 and Fall 2024.

Action 5: Ongoing Professional Development: Provide training for teachers to increase their technical and instructional effectiveness with educational technology and virtual learning settings in order to facilitate pupil success. Metric(s): Source: 2024-2025 Staff PD Calendars. Analysis statement: 100% of teachers participated in staff PD throughout the school year. Teachers meet once a month for curriculum review/training, staff development, safety training, SPED/504 Training and intervention strategies, instructional strategies, and once a month for educational technology training.

Action 6: College/Career Readiness Guidance-Provide 7th and 8th grade students with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness" means as measured and reported on the CA Dashboard percentage of graduating students. Metric(s): Source: 2024-2025 Staff PD Calendars, Counseling Connection meetings, PLP meetings. Analysis statement: 100% of teachers participated in staff PD throughout the 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.

The actions in this goal were highly effective in making progress toward this goal, so actions will not be changed.

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	Monitoring Personalized Learning Plans	Every student will be assigned to a teacher. Every teacher will meet with each student and their parent/s at least every 20 school days to develop and monitor each student's Personalized Learning Plan. We considered the needs and circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) and those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$673,253.88	Yes
1.2	Customized Personalized Learning Plans	Every student will be provided with a custom personalized learning plan, including all necessary educational materials, instructional resources, curriculum, and technology. This plan will be built around the student's ongoing needs and academic performance data. We considered the needs and circumstances of our Unduplicated pupils (low income, foster youth/homeless, English learners) and those with exceptional needs by providing all necessary supports and accommodations using appropriate curriculum, testing, tutoring, and close monitoring.	$673,253.88	Yes
1.3	Providing Class Offerings	The school will provide necessary high quality, direct instruction in core and enrichment academic areas, with an emphasis in math and writing instruction. These classes may include on-site, hybrid, and/or virtual settings.	$673,253.88	No
1.4	Administer Academic Assessments	The school will deliver academic assessments to all students, both the CAASPP and the school's internal assessment and evaluations.	$323,161.86	No
1.5	Ongoing Staff Development	Provide ongoing staff development to increase instructional effectiveness in the areas of: PLP advising, educational technology, curriculum, classroom instruction, and college and career guidance.	$215,441.24	No

Action #	Title	Description	Total Funds	Contributing
1.6	College/Career Readiness Guidance	Provide 7th and 8th grade students with grade appropriate College and Career Readiness guidance to increase student preparedness for college and post high school success. *College and Career Readiness" means as measured and reported on the CA Dashboard percentage of graduating students.	$134,650.77	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be provided a safe, clean, secure and healthy school with opportunities for student engagement within a positive school climate.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We believe that ensuring a safe, clean, secure, and healthy school enhances student engagement and leads to a positive school climate. State and Local Indicator Metrics will be used to support the 5 Actions associated with this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair. Priority 1	100% of Facilites Marked as Good Repair Data Source: FIT from SARC 2023 Data	100% of Facilites marked as Good Repair and overall rate marked as Exemplary. Data Source: FIT from SARC 2024 Data		100% of Facilities Marked as Good Repair Using FIT from SARC Data	0%
2.2	School Attendance Rate Priority 5	Attendance Rate: 98.8%	Attendance Rate: 98.8%		Attendance Rate: 95%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023-2024 P2, SIS	Data Source: 2024-2025 P2, SIS			
2.3	Chronic Absenteeism Rate Priority 5	0% Chronically Absent	0% Chronically Absent Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate 2024 CA Dashboard		Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate	0%
2.4	Middle school dropout rates Priority 5	Sample Size Too Small Data Source: 2023 CA School Dashboard	Sample Size Too Small Data Source: 2024 CA School Dashboard		N/A (Ferpa)	Sample Size Too Small
2.5	High school dropout rates Priority 5	N/A	N/A		N/A	N/A
2.6	Pupil suspension rate Priority 6	0% Suspended at least one day Data Source: 2023 CA School Dashboard	0% Suspended at least one day Blue Performance level on Dashboard for Chronic		Blue Performance level on Dashboard for Chronic Absenteeism and Suspension Rate	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Absenteeism and Suspension Rate Data Source: 2024 CA School Dashboard			
2.7	Pupil expulsion rate Priority 6	0% Expelled students Data Source: SIS	0% Expelled students Data Source: SIS		0% Expelled students	0%
2.8	Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness. Priority 6	100% of students feel safe on campus and 100% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher) Data Source: March 2024 Student Survey	95% of students feel safe on campus with other students and 100% of students safe on campus with staff. 95% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher) Data Source: March 2025 Student Survey		90% of students report a strong sense of safety and connectedness at Mountain Home School	-5% of students feel safe on campus with other students and 100% of students safe on campus with staff. -5% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher)

Goal Analysis [2024-25]

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

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

All intended Actions for the implementation of this goal were completed.

Action 1- Janitorial Service: Provide regular, ongoing janitorial service for the buildings. Implementation Status: Currently met, ongoing, sustainable and consistently monitored for compliance. Our school's janitorial staff daily service our facilities.

Action 2-Building Grounds Maintenance: Provide regular, ongoing landscape maintenance as needed. Status: Currently met, ongoing, sustainable and consistently monitored for compliance. Our grounds are well maintained by our maintenance crew.

Action 3-Addressing Safety Issues: Address all critical safety issues in a timely manner. Currently met, ongoing, sustainable and consistently monitored for compliance. Staff is provided safety trainings monthly. Protocols are in place and practiced. Staff report any safety concerns as they are made aware. Our Safety Specialist immediately addresses all safety concerns.

Action 4- Building Modifications: Plan & perform building modifications to better serve our school's mission as needed. Currently met, ongoing, sustainable and consistently monitored for compliance.

Action 5- Social and Emotional Supports: Provide social and emotional learning support to students. Currently met, ongoing, sustainable and consistently monitored for compliance. A new position at our school is a school psychologist. The Staff Reporting Form notifies appropriate staff of any student safety concerns.

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.

More funding was received and was then spent

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

The identified needs for which this goal was created have been effectively met.

Action 1-Janitorial Service: Provide regular, ongoing janitorial service for the buildings. Effectiveness of Action: Effective. Metric(s):100% of Facilities Marked as Good Repair Using FIT from SARC Data

Action 2-Building Grounds Maintenance: Provide regular, ongoing landscape maintenance as needed. Effectiveness of Action: Effective. Metric(s):100% of Facilities Marked as Good Repair Using FIT from SARC Data

Action 3-Addressing Safety Issues: Address all critical safety issues in a timely manner. Effectiveness of Action: Effective. Metric(s): 95% of Students feel safe on campus with other students and 100% of students safe on campus with staff. 95% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher) Data Source: March 2025 Student Survey

Action 4- Building Modifications: Plan & perform building modifications to better serve our school's mission as needed.Effective. Metric(s):100% of Facilities Marked as Good Repair Using FIT from SARC Data

Action 5- Social and Emotional Supports: Provide social and emotional learning support to students. Effectiveness of Action: Effective. Metric(s): 95% of Students feel safe on campus with other students and 100% of students safe on campus with staff. 95% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher) Data Source: March 2025 Student Survey

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.

The actions in this goal were highly effective in making progress toward this goal, so actions will not be changed.

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	Janitorial Service	Provide regular, ongoing janitorial service for the buildings.	$65,568.44	No
2.2	Building Grounds Maintenance	Provide regular, ongoing landscape maintenance as needed.	$66,793.19	No
2.3	Addressing Safety Issues	Address all critical safety issues in a timely manner.	$1,000.00	No
2.4	Building Modifications	Plan and perform building modifications to better serve our school's mission as needed.	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Social and Emotional Supports	Provide social and emotional learning support to students.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal supports our program's Personalized Learning, non-classroom-based educational model. All students work cooperatively with credentialed teachers and their parent/guardian to create customized instructional learning plans to enhance student success. In addition, parents, staff, and community members hold positions on our WSCS Board. Hence, the purpose of this goal is to increase the level and engagement of all our Educational Partners. Local Indicator Metric of Priority 3-Parent Involvement will be used to support the 4 Actions that we plan to accomplish during 2025-26 SY.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Other local measures, including survey of pupils, parents, and teachers on the sense of school safety and connectedness. Priority 3 Priority 6	100% of Students feel safe on campus and 100% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher) Data Source: March 2024 Student Survey	95% of Students feel safe on campus with other students and 100% of students feel safe on campus with staff. 95% of students feel welcomed, valued and connected to others in their school community (marked		90% of Students feel safe on campus and 90% of students feel welcomed, valued and connected to others in their school community (marked satisfactory or higher)	-5% of Students feel safe on campus with other students and -5% of students feel safe on campus with staff. -5% of students feel welcomed, valued and connected to others in their school community (marked

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			satisfactory or higher) Data Source: March 2025 Student Survey			satisfactory or higher)
3.2	Other local measures, including survey of pupils, parents, and teachers on the sense of school supports needs of parents/gaurdians Priority 3 Priority 6	100% of Parents report a strong sense of support Data Source: March 2024 Parent Survey	100% of Parents report a strong sense of support Data Source: March 2025 Parent Survey		90% of parents report a strong sense of support	0%
3.3	Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Priority 3	100% of Parents are invited and given opportunites to engage in school decision-making and culture building. Data Source: Parent Square Connection Results	100% of Parents are invited and given opportunities to engage in school decision-making and culture building. Data Source: Parent Square Connection Results		100% of Parents are invited and given opportunites to engage in school decision-making and culture building.	0%
3.4	Efforts the school district makes to promote parental participation in programs for unduplicated pupils. Priority 3	100% of Parents of Low Income, EL, Homeless/Foster youth, and Students with Disablities are invited and given opportunites to engage in school	100% of Parents of Low Income, EL, Homeless/Foster youth, and Students with Disabilities are invited and		100% of Parents of Low Income, EL, Homeless/Foster youth, and Students with Disablities are invited and given	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		decision-making and culture building. Data Source: Parent Square Connection Results	givenopportunities to engage in school decision-making and culture building. Data Source: Parent Square Connection Results		opportunites to engage in school decision-making and culture building.	
3.5	Efforts the school district makes to promote parental participation in programs for individuals with exceptional needs. Priority 3	100% of Parents of students with exceptional needs are invited and given opportunites to engage in school decision-making and culture building. Data Source: Parent Square Connection Results	100% of Parents of students with exceptional needs are invited and given opportunities to engage in school decision-making and culture building. Data Source: Parent Square Connection Results		100% of Parents of students with exceptional needs are invited and given opportunites to engage in school decision-making and culture building.	0%

Goal Analysis [2024-25]

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

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

Action 1-Parent Training: Provide parent training to support student achievement. Currently met, ongoing, sustainable and consistently monitored for compliance. Parents meet with advising teachers a minimum of once every 20 school days to receive support and training. The guidance counselor provides weekly interactive zoom meetings.

Action 2-Communication: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students. Currently met, ongoing, sustainable and consistently monitored for compliance. Parents meet with their teachers a minimum of once every 20 school days. Newsletters are published once a month. The school website and social media is well maintained and kept up to date.

Action 3- Educational Partner Engagement: Provide opportunities for Educational Partner engagement. Currently met, ongoing, sustainable and consistently monitored for compliance. Parents meet with their teachers a minimum of once every 20 school days. Parent and student surveys are given annually. Focus groups are held regularly.

Action 4- Community Engagement Opportunities for Students: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Catalina CIMI science trip, science and art exploration trips, college tours and community service). Currently met, ongoing, sustainable and consistently monitored for compliance. The annual Catalina CIMI science trip, and college visits have already taken place in the 2024-2025 school year. Community service opportunities were regularly offered throughout the school year.

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.

More funding was received and was then spent

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

The actions outlined in Goal Three helped make progress towards the LEA's goal: School will provide opportunities for our Educational Partners (parents, students, staff, community members, and organizations) to participate in various aspects of the educational environment to support and enhance student success.The actions in this goal were highly effective in making progress toward this goal.

Action 1-Parent Training: Provide parent training to support student achievement. Effectiveness of Action: Effective. Metric(s): 100% of Parents report a strong sense of support. Data Source: March 2025 Parent Survey

Action 2-Communication: Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students. Effectiveness of Action: Effective. Metric(s): 100% of Parents are invited and given opportunities to engage in school decision-making and culture building. 100% of Parents of Low Income, EL, Homeless/Foster youth, and Students with Disabilities are invited and given opportunities to engage in school decision-making and culture building. 100% of Parents of students with exceptional needs are invited and given opportunities to engage in school decision-making and culture building. Data Source: Parent Square Connection Results

Action 3- Educational Partner Engagement: Provide opportunities for Educational Partner engagement. Effectiveness of Action: Effective. Metric(s): 100% of Parents are invited and given opportunities to engage in school decision-making and culture building. 100% of Parents of Low Income, EL, Homeless/Foster youth, and Students with Disabilities are invited and given opportunities to engage in school decision-

making and culture building. 100% of Parents of students with exceptional needs are invited and given opportunities to engage in school decision-making and culture building. Data Source: Parent Square Connection Results

Action 4- Community Engagement Opportunities for Students: Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service). Currently met, ongoing, sustainable & consistently monitored for compliance. The annual Catalina CIMI science trip, and college visits have already taken place in the 2024-2025 school year. Community service opportunities were regularly offered throughout the 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.

The actions in this goal were highly effective in making progress toward this goal, so actions will not be changed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Training	Provide parent training to support student achievement.	$78,902.97	No
3.2	Communication	Provide methods of communication between home and school via Parent Square, social media, school websites, newsletters, advising, and other meetings between teachers, parent/guardian, and students.	$65,752.47	No
3.3	Educational Partner Engagement	Provide opportunities for Educational Partner engagement.	$65,752.47	No
3.4	Community Engagement Opportunities for Students	Provide opportunities for our students to explore and engage with the greater community around them through educational and service-related field experiences. (For example: Reagan Library, Catalina CIMI science trip, science & art exploration trips, visits and interviews with businesses, university tours and community service).	$52,601.98	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$218125	$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
7.986%	0.000%	$0.00	7.986%

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:** Monitoring Personalized Learning Plans **Need:** The CAASPP performance data reveals a slight performance discrepancy both in math and ELA between total student population and the MHS SED population. For ELA, the total population was 44% met or exceeded however our SED population was 43%. For math, the	Mountain Home Charter School uses all LCFF funding in a "school wide" manner. All students in Glacier receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students (low income, foster youth/homeless, English learners) are provided all educational resources supplemental	This action will be monitored annually by comparing the CAASPP scores of our unduplicated students to our overall CAASPP scores.

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
	total population was 31% met or exceeded while our SED population was 24%. Our educational partner feedback, through our annual student survey indicated that our PLP process appropriately addressed their academic needs. Specifically, question 10 from the survey asks, “I feel my Advising Teacher (and other classroom teachers) take time to discuss my grades, academic progress and success or areas for improvement with me and my parents.” This question received a 100% rating of “above average” - “excellent”. We believe that the customized and dynamic Personalized Learning Plan and process, which includes the partnership and collaboration with the student, teacher and parent is the best way to address the unique learning needs of our SED students. **Scope:** LEA-wide Schoolwide	or otherwise relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.	
1.2	**Action:** Customized Personalized Learning Plans **Need:** The CAASPP performance data reveals a slight performance discrepancy both in math and ELA between total student population and the MHS SED population. For ELA, the total population was 44% met or exceeded however our SED population was 43%. For math, the	Mountain Home Charter School uses all LCFF funding in a "school wide" manner. All students in Glacier receive equal access to all necessary educational resources and programs. As a Personalized Learning Program, every student receives a unique, customized learning plan that is designed around student performance data and includes student, parent and teacher input. Accordingly, unduplicated students (low income, foster youth/homeless, English learners) are	This action will be monitored annually by comparing the CAASPP scores of our unduplicated students to our overall CAASPP scores.

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
	total population was 31% met or exceeded while our SED population was 24%. Our educational partner feedback, through our annual student survey indicated that our PLP process appropriately addressed their academic needs. Specifically, question 10 from the survey asks, “I feel my Advising Teacher (and other classroom teachers) take time to discuss my grades, academic progress and success or areas for improvement with me and my parents.” This question received a 100% rating of “above average” - “excellent”. We believe that the customized and dynamic Personalized Learning Plan and process, which includes the partnership and collaboration with the student, teacher and parent is the best way to address the unique learning needs of our SED students. **Scope:** LEA-wide Schoolwide	provided all educational resources supplemental or otherwise relative to their unique academic needs. This is the most effective use of funds because every student is engaged as an individual and receives targeted resources relative to their unique and specific needs.	

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

N/A

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	214	
Staff-to-student ratio of certificated staff providing direct services to students	23.77	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2731330	218125	7.986%	0.000%	7.986%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,192,398.03	$246,332.00	$147,957.00	$3,700.00	$3,590,387.03	$2,300,645.00	$1,289,742.03

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	Monitoring Personalized Learning Plans	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$508,479.92	$164,773.96	$573,756.63	$61,583.00	$36,989.25	$925.00	$673,253.88	
1	1.2	Customized Personalized Learning Plans	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$508,479.92	$164,773.96	$573,756.63	$61,583.00	$36,989.25	$925.00	$673,253.88	
1	1.3	Providing Class Offerings	All	No			All Schools		$508,479.92	$164,773.96	$573,756.63	$61,583.00	$36,989.25	$925.00	$673,253.88	
1	1.4	Administer Academic Assessments	All	No			All Schools		$244,070.36	$79,091.50	$275,403.18	$29,559.84	$17,754.84	$444.00	$323,161.86	
1	1.5	Ongoing Staff Development	All	No			All Schools		$162,713.57	$52,727.67	$183,602.12	$19,706.56	$11,836.56	$296.00	$215,441.24	
1	1.6	College/Career Readiness Guidance	All	No			All Schools		$101,695.98	$32,954.79	$114,751.32	$12,316.60	$7,397.85	$185.00	$134,650.77	
2	2.1	Janitorial Service	All	No			All Schools		$65,568.44	$0.00	$65,568.44				$65,568.44	
2	2.2	Building Grounds Maintenance	All	No			All Schools		$0.00	$66,793.19	$66,793.19				$66,793.19	
2	2.3	Addressing Safety Issues	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.4	Building Modifications	All	No			All Schools		$0.00	$500,000.00	$500,000.00				$500,000.00	
2	2.5	Social and Emotional Supports	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

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
3	**3.1**	Parent Training	All	No			All Schools		$60,347.07	$18,555.90	$78,902.97				$78,902.97	
3	**3.2**	Communication	All	No			All Schools		$50,289.22	$15,463.25	$65,752.47				$65,752.47	
3	**3.3**	Educational Partner Engagement	All	No			All Schools		$50,289.22	$15,463.25	$65,752.47				$65,752.47	
3	**3.4**	Community Engagement Opportunities for Students	All	No			All Schools		$40,231.38	$12,370.60	$52,601.98				$52,601.98	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2731330	218125	7.986%	0.000%	7.986%	$1,147,513.26	0.000%	42.013 %	**Total:**	$1,147,513.26
								LEA-wide Total:	$1,147,513.26
								Limited Total:	$0.00
								Schoolwide Total:	$1,147,513.26

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**	Monitoring Personalized Learning Plans	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$573,756.63	
1	**1.2**	Customized Personalized Learning Plans	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$573,756.63	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,884,255.02	$3,065,103.99

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**	Monitoring Personalized Learning Plans	Yes	$545,267.93	586411.07
1	**1.2**	Customized Personalized Learning Plans	Yes	$545,267.93	586411.07
1	**1.3**	Providing Class Offerings	No	$545,267.93	586411.07
1	**1.4**	Administer Academic Assessments	No	$261,728.60	281477.31
1	**1.5**	Ongoing Staff Development	No	$174,485.74	187651.54
1	**1.6**	College/Career Readiness Guidance	No	$109,053.59	117282.21
2	**2.1**	Janitorial Service	No	$59,208.60	62163.68
2	**2.2**	Building Grounds Maintenance	No	$63,037.40	60082.32
2	**2.3**	Addressing Safety Issues	No	$1,000.00	1000
2	**2.4**	Building Modifications	No	$366,000.00	366000
2	**2.5**	Social and Emotional Supports	No	$1,000.00	1000

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)
3	**3.1**	Parent Training	No	$63,881.20	68764.12
3	**3.2**	Communication	No	$53,234.32	57303.43
3	**3.3**	Educational Partner Engagement	No	$53,234.32	57303.43
3	**3.4**	Community Engagement Opportunities for Students	No	$42,587.46	45842.74

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
176479	$916,770.86	$1,172,822.14	($256,051.28)	40.740%	52.100%	11.360%

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	Monitoring Personalized Learning Plans	Yes	$458,385.43	586411.07	20.37	26.05
1	1.2	Customized Personalized Learning Plans	Yes	$458,385.43	586411.07	20.37	26.05

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2250568	176479	0	7.842%	$1,172,822.14	52.100%	104.212%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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