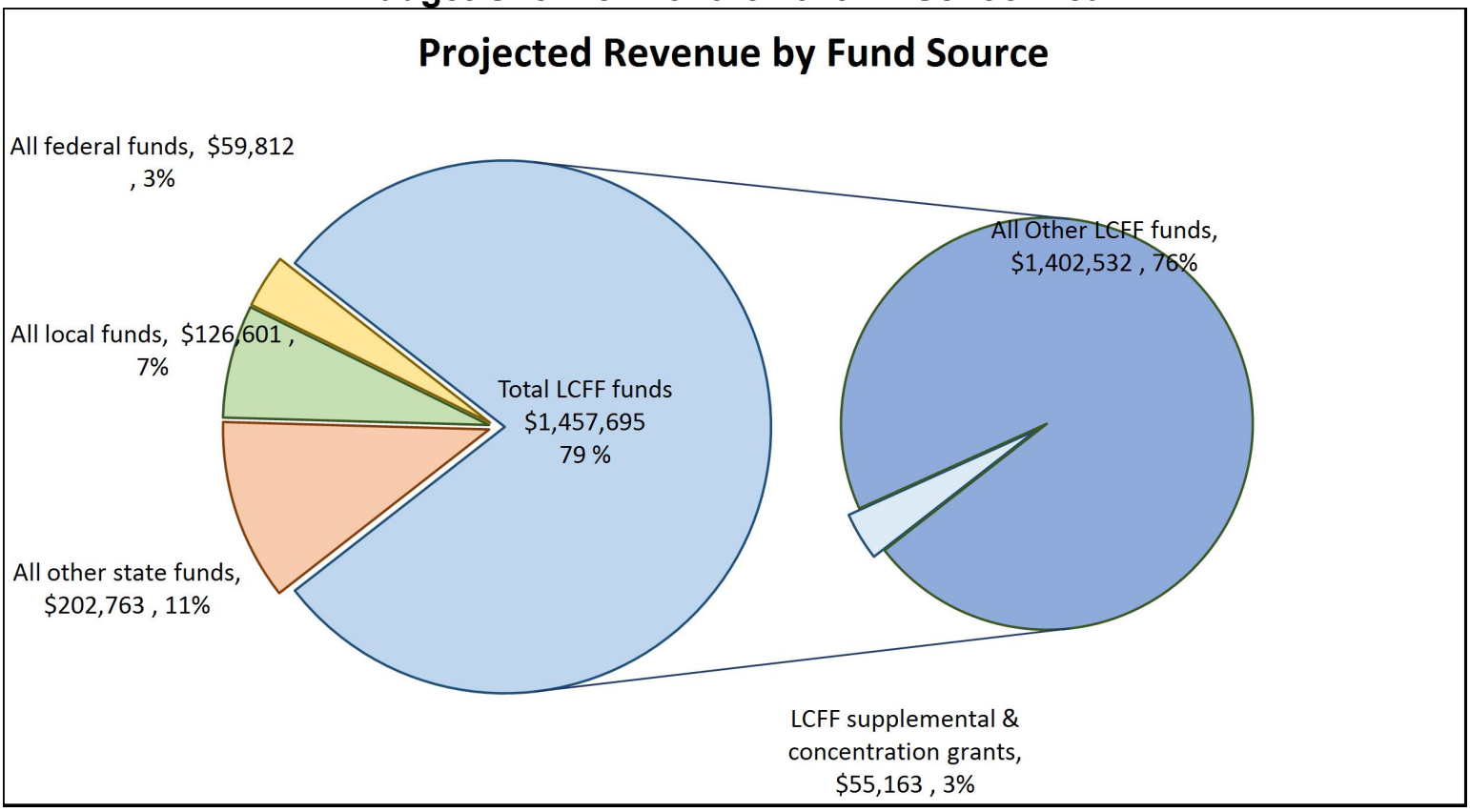
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alta-Dutch Flat Union Elementary School District
CDS Code: CA 31 66779 6031017
School Year: 2026-27
LEA contact information:
Shana Brown
Superintendent/Principal
sbrown@alta.k12.ca.us
(530) 389-8283

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

Budget Overview for the 2026-27 School Year

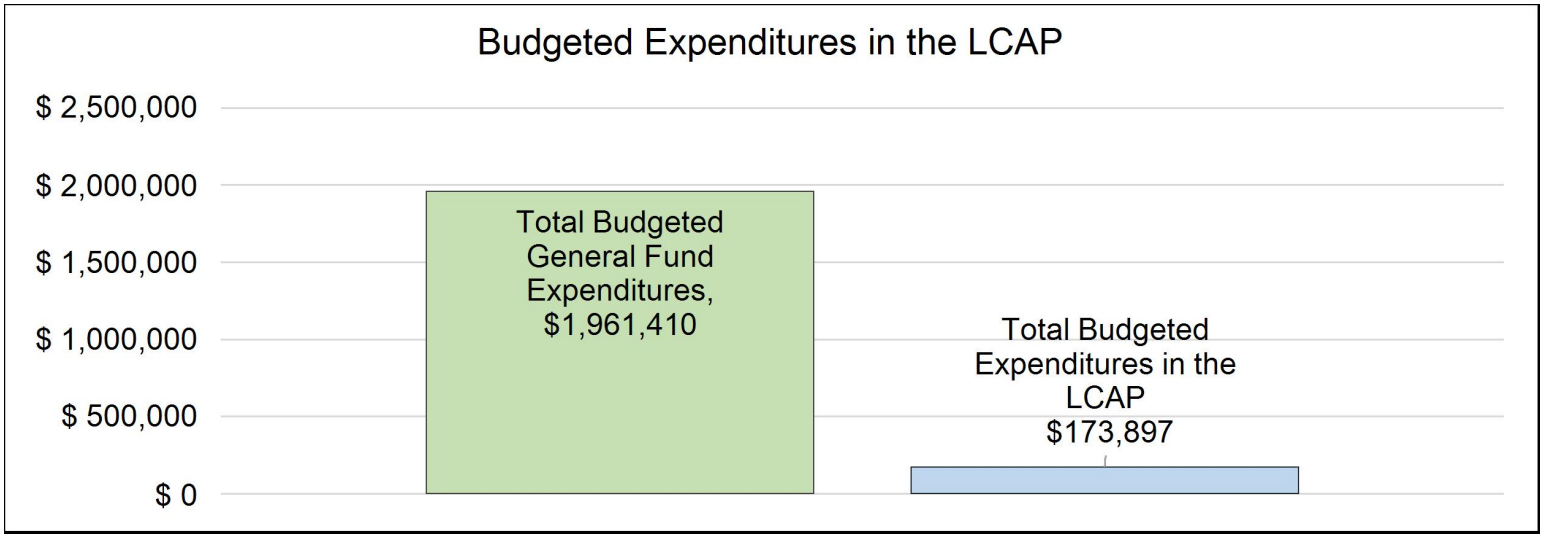


This chart shows the total general purpose revenue Alta-Dutch Flat Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alta-Dutch Flat Union Elementary School District is $1,846,871, of which $1,457,695 is Local Control Funding Formula (LCFF), $202,763 is other state funds, $126,601 is local funds, and $59,812 is federal funds. Of the $1,457,695 in LCFF Funds, $55,163 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 Alta-Dutch Flat Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alta-Dutch Flat Union Elementary School District plans to spend $1,961,410 for the 2026-27 school year. Of that amount, $173,897 is tied to actions/services in the LCAP and $1,787,513 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

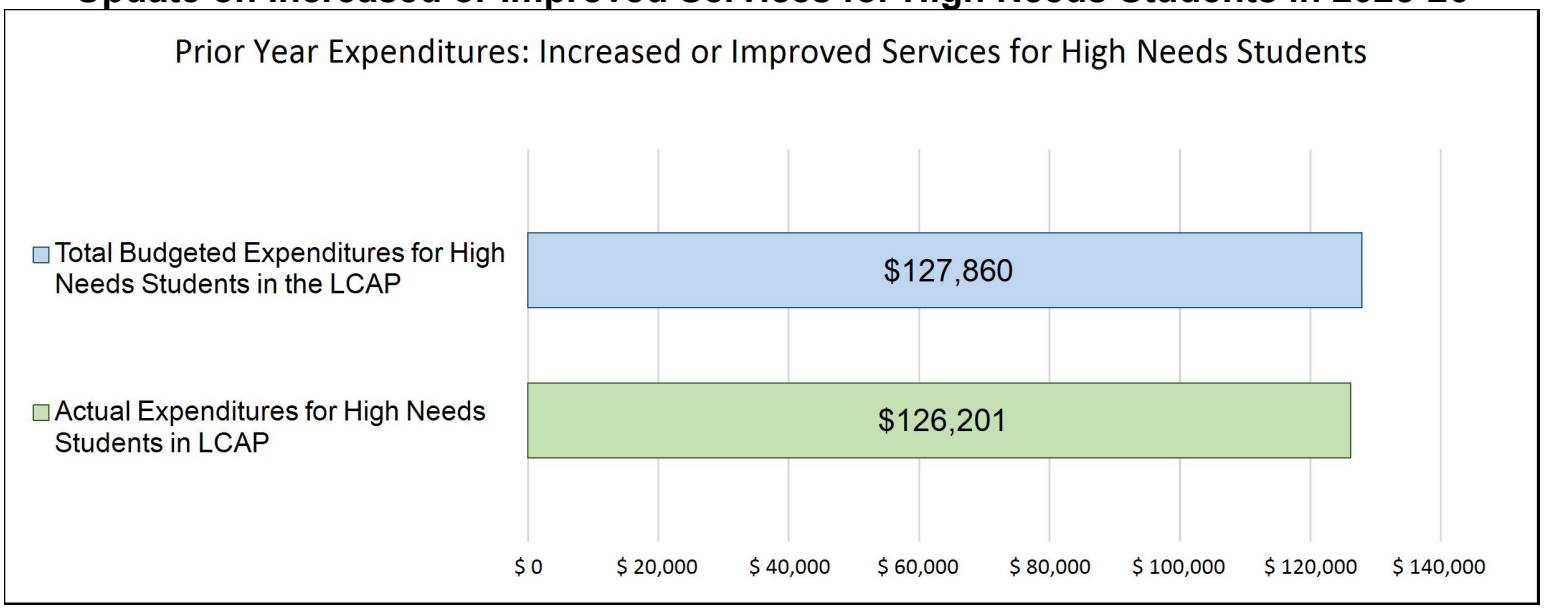
The majority of general fund expenditures not included in the LCAP are salaries and benefits (approximately 80%), general contracted services, utilities, and supplies.

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

In 2026-27, Alta-Dutch Flat Union Elementary School District is projecting it will receive $55,163 based on the enrollment of Foster Youth, English learner, and low-income students. Alta-Dutch Flat Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alta-Dutch Flat Union Elementary School District plans to spend $135,685 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Alta-Dutch Flat Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alta-Dutch Flat Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Alta-Dutch Flat Union Elementary School District's LCAP budgeted $127,860 for planned actions to increase or improve services for high needs students. Alta-Dutch Flat Union Elementary School District actually spent $126,201 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,659 had the following impact on Alta-Dutch Flat Union Elementary School District’s ability to increase or improve services for high needs students:

The difference is immaterial and did not impact the District's ability to perform planned actions and services to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alta-Dutch Flat Union Elementary School District	Shana Brown Superintendent/Principal	sbrown@alta.k12.ca.us (530) 389-8283

Plan Summary [2026-27]

General Information

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

Alta-Dutch Flat School is a shining example of the power of students, educators, parents, and a community working together toward a common goal – to actively support each student in achieving his or her personal best. Perhaps the most gratifying aspect for our school has been the dedication and commitment of our staff. They inspire our students to embrace learning, and they inspire parents and members of the community to an outstanding level of participation. All students and staff are expected to work to the best of their potential and strive for academic excellence. The entire school community is dedicated to enhancing the students' sense of responsibility, respect, safety, and kindness towards each other, allowing them to make sound judgments in their daily lives and for the future. Alta-Dutch Flat School is the only operating school in the district and is a 2004 California Distinguished School. This school, which opened in 1872, serves children from Gold Run, Dutch Flat, Alta, Emigrant Gap, Blue Canyon, and neighboring areas. It is located in the picturesque Sierra foothills of rural Placer County. The school's elevation is approximately 4000 ft. and borders the Tahoe National Forest. Currently, approximately 100 students attend within the district with an estimated 22% qualifying for the free and reduced lunch program. Approximately 19% of the total population receive special education services, with 3% of the students qualifying as foster youth and 2% qualifying English language learners for the 2024-25 school year. Additionally, 1% of students report as Filipino, 16% of students are Hispanic or Latino, 78% are White, and 4% report as two or more races.

One important focus for the district is to keep students serviced here at his/her home school as much as possible, which means bringing resources to the site through collaboration with the Placer County Office of Education, other small school districts, the Placer Union High School District, and additional service providers from as far away as Sacramento. Our staff consists of five teachers who each teach a combination class (TK/K, 1/2, 3/4, 5/6, and 7/8), and one full-time RSP teacher who is serves as our resource teacher who meets our

students special education needs, as well as serving as our Special Education Coordinator. All teachers are highly qualified and 20% have special education certification. Students at Alta-Dutch Flat are involved in sports, clubs, music and art classes, leadership, Scouts, community events, etc. With a focus on respect and kindness, the students of this district are prepared and ready to make the transition to high school and beyond.

Reflections: Annual Performance

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

This data is important for us to analyze as we move forward, but it is also difficult to process (both positive and negative data) due to the small size of our student population. With only approximately 50 students testing, it is incredibly difficult to look at the group as a whole to identify trends, patterns, areas of weakness or areas of strength. However, until there is a better system, we are indicating student testing data as one area of greatest focus. With ADF school population being over 80% white and approximately 25% free and reduced, there aren't any strong performance gaps between student groups. Also, not all of our scores are reportable because the sample size is too small and starts to violate confidentiality, but when reviewed individually, student progress did show noticeable trends.

Our CAASPP math scores increased during the 2024–25 school year—rising 22.7 points to 33 points below standard. These gains are largely attributed to a strengthened focus on high-quality “first teach” instruction, which improved the consistency and clarity of initial math instruction across grade levels. Teachers emphasized clear learning targets, effective modeling, and frequent checks for understanding during first exposure to content, reducing the need for reteaching and supporting stronger student comprehension from the outset.

These shifts also reflect ongoing efforts to address prior staffing challenges in upper-grade math, which impacted instructional continuity during the 2022–23 and 2023–24 school years. Improving instructional consistency remains a priority, and a teacher with a strong background in math and science has been brought on to further support stable, high-quality instruction and continued student growth. Teachers are utilizing a range of data sources, including the California School Dashboard, CAASPP interim assessments, classroom work, and the IXL program, to deliver targeted, student-specific math interventions. Due to small student numbers, services for low-income students are integrated within general education settings to support inclusivity and foster a positive school climate.

Our CAASPP ELA scores increased during the 2024–25 school year—rising 18.4 points to 11.6 points below standard. This growth reflects a strong focus on improving core literacy instruction, including targeted support in reading comprehension, writing, and vocabulary development. Increased instructional alignment, consistent use of formative assessments, and structured intervention time ensured students received timely and effective support. As a result, students demonstrated greater engagement with grade-level texts and improved ability to express their understanding, contributing to overall gains in ELA achievement.

In the 2024-25 school year, we had one English learner and four foster youth enrolled in Alta. Our English learner was reclassified at the end of the 2024-25 school year. As for CAASPP testing evaluation, the group size remains too small for disaggregated reporting.

We had two additional areas of success, in suspension and in chronic absenteeism. The school's elevation is approximately 4000 ft. and borders the Tahoe National Forest. Our site was targeted for Differentiated Assistance in 2021-22, being identified in the areas of Chronic Absenteeism and Suspension. As a school, we paired closely with staff from Placer County Office of Education (PCOE) in order to remediate and improve the issues we were experiencing in these areas. We implemented a multi-tiered approach to absenteeism which clearly defines

and tasks teachers, office staff, and administration with specific roles and responsibilities around the issue of absenteeism. As a result of this collaborative effort, our chronic absenteeism rate dropped from 41% to 9%, over 36% percentage points, during the 2023-24 school year.

Implementation of Tier 2 PBIS supports contributed to improved systems of behavioral support across our school. During the 2024–25 school year, our PBIS team received targeted training and subsequently redelivered this training to all staff, building sitewide capacity and consistency. As a result, approximately 5% of our student population began receiving Check-In/Check-Out (CICO) supports—an intervention that was newly established at our site.

This expansion of Tier 2 supports allowed us to more proactively identify and respond to students needing additional behavioral guidance, improving student engagement and access to instruction. PBIS continues to be a consistent focus at every staff meeting, where data is reviewed and staff utilize request for assistance forms to identify students in need of support. This structured and collaborative approach has strengthened our overall PBIS implementation and responsiveness to student needs.As a result, our suspension rate remained at 0% during the 2024-25 school year.

Our chronic absenteeism rate showed a slight increase during the 2024–25 school year, indicating a continued area of concern. In response, the school implemented more proactive measures, including meetings with families after three absences and targeted outreach for students who missed more than 10% of the school year. These early interventions were designed to address barriers to attendance and strengthen communication between the school and families.
Despite these efforts, identifying effective next steps—particularly related to the use of the School Attendance Review Board (SARB) process—has remained a challenge within our community context. Factors such as limited access to resources and inconsistent family engagement have made it difficult to fully implement SARB as a consistent intervention. Moving forward, the site will continue refining early intervention practices while working to build stronger partnerships with families and community agencies to better support improved attendance outcomes.

The LEA used Learning Recovery Emergency Block Grant (LREBG) funds to address academic intervention needs and improve overall school culture and student engagement. These expenditures were aligned to the district's LCAP goals and actions identified through a comprehensive needs assessment process that included input from staff, parents, and school data analysis. LREBG funds were used to provide targeted academic intervention services through the allocation of a portion of the special education teacher's time to support intervention instruction for students demonstrating learning loss and academic gaps. This expenditure aligned with Goal 1 and Action 1.1: Academic Achievement, which focus on increasing academic achievement and providing targeted supports for struggling students. Data reviewed during the needs assessment indicated continued gaps in student performance, particularly in literacy and mathematics, as reflected in local assessments and CAASPP results. Staff also identified the need for additional intervention support to accelerate learning recovery.

Additionally, LREBG funds were used to purchase and implement the schoolwide Leader in Me program to strengthen school culture, student leadership, engagement, and social-emotional development. This expenditure aligned with Goal 1 and Action1.2: School Culture and Climate, and Action 1.3: Parent and Community Involvement related to improving school climate, student connectedness, and positive behavior supports. Feedback gathered from staff and parents through surveys and discussions during the needs assessment process identified concerns related to school culture, student motivation, and the need for stronger social-emotional and leadership opportunities for

students. The implementation of Leader in Me was selected as a proactive strategy to address these identified needs and support a positive and inclusive learning environment.

Through these investments, the district aimed to support both academic recovery and the overall well-being of students as part of a comprehensive approach to student success.

Reflections: Technical Assistance

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

Alta-Dutch Flat School is not receiving 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.

At this time, Alta-Dutch Flat School has not been designated 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.

At this time, Alta-Dutch Flat School has not been designated for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

At this time, Alta-Dutch Flat School has not been designated for comprehensive support and 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
Certificated Staff	As a small school with only six teachers, staff input is essential in virtually every decision that is made on campus. Our certificated staff is not part of a collective bargaining unit. As a staff, in combination with the one administrator on campus, we focused on goals and actions for the LCAP at several staff meetings throughout the year in order to arrive at our current LCAP goal.
Classified Staff	Classified staff works closely with certificated staff and administration to determine and provide input as to the direction of the school. Our classified staff is not part of a collective bargaining unit. Classified staff provided input through surveys as well as through staff meetings throughout the year. Maintenance staff provided input during the FIT process as well as through several campus-wide walkthroughs with administration. Certificated staff provided feedback to maintenance and administration as to specific requests for facility and grounds improvements.
Students	Students are surveyed several times throughout the school year on a variety of topics, such as discipline, safety, school culture, and technology. Additionally, a student committee convenes to give input about current issues at the school. Finally, our Leadership group also provides input about the direction of the school.
Parents	Alta-Dutch Flat School values parental involvement on campus. Our Parents' Club is vibrant and active, functioning as a booster club to support our students, staff, and community. Administration regularly attends the monthly Parents' Club meetings where there is a dedicated time to discuss goals for the school. Additionally, we

Educational Partner(s)	Process for Engagement
	convene a Parents Advisory Committee which meets annually to provide input. This group has a representative from one of our families with a special education student, as well as a parent representing students who receive free or reduced-meals. Both groups provide input to the District regarding current successes as well as identifying future needs.
SELPA Representative	The Director of Special Education and administration met with our SELPA representative to address concerns and ensure that the needs of special education students were included in determining our goal and actions.
Administration	The author of this document is the sole principal and administrator on campus. The administrator strives to be visible on campus and holds an open-door policy to encourage all educational partners to provide input, thereby gathering qualitative data, as to needs and issues on the school campus which informs the development of the goal of the LCAP. However, an executive council consisting of the Chief Business Officer, the Special Education Director, and the Administrative Secretary, hold monthly meetings to update all departments on ongoing budgetary issues, special education needs, and attendance updates. During these meetings, direction is given as to goal setting for the LCAP.

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

Engaging our school's educational partners (parents, students, teachers, staff, and community members) is an essential aspect of obtaining insight and direction for our school. As we still work to overcome the learning deficits created by the restrictions of the pandemic protocols, it is essential that the school consults all educational partners as to how to best meet the needs of our students, as well as addressing deficits in their education. With the release of CAASPP scores in June, 2023, it was clear that Academic Achievement would be one of our actions for the upcoming LCAP. Starting in July of 2023, developing the 2024-2027 LCAP became a priority in moving the LEA ahead and projecting out goals for the years ahead. Input was requested from and provided by all educational partners that included parents, students, classified and certificated staff, SELPA representatives, and school administration. Through surveys and in-person meetings, feedback was obtained from these educational partners which identified, defined, and supported the LCAP goal and actions for 2024-2027. The Parent Advisory Committee was especially instrumental in the development of two of our actions; Action 1.1 which focuses on Academic Achievement, as well as requesting a focus on school climate which has been encompassed in Action 1.2. After the COVID restrictions which heavily affected our outcomes of the last LCAP cycle, the staff at ADF wanted to focus on school culture, specifically targeting positive behavior supports and minimizing suspensions and reactive classroom management. This focus led us to develop Action 1.2 which targets school culture and climate. Maintenance staff provided input as to the creation of Action 1.3 which focuses on facilities. During the FIT process as well as through several campus-wide walkthroughs with administration, areas were identified for maintenance. Certificated staff provided feedback to

maintenance and administration as to specific requests for facility and grounds improvements, all of which have been encompassed in Action 1.3. The LCAP was presented to the staff and to the Parent Advisory Committee in May; there were no questions or recommendations for the Superintendent to respond to. In June 2024, the draft LCAP was made available for all educational partners, including all staff and all parents.

The groups of parents and students had very specific feedback and sharing of ideas during the development of the LCAP. We administered an annual survey to parents and students in February 2026, which garners feedback on school academics, climate, and facilities. The survey represents responses from parents in all grades and for students in grades 5-8.I. In most of the areas on the survey, there was an increase in the areas of technology use, improved learning, and safety. This feedback has offered valuable insight into the needs and perceptions of our school and has helped us formulate a goal and actions to better serve our students.

The draft LCAP was presented to parents at a May 2025, board meeting. The LCAP was also presented to teachers for input. Student input was garnered through surveys as well as in person meetings, both in groups and as individuals, as well as input through analyzing test scores and reported grades. The author of this document is the sole principal and administrator on campus, and there are no local collective bargaining units.

The LCAP is designed with an emphasis on educational partners' input and engagement . Past surveys showed that students value consistent and restorative discipline approaches. This can be accomplished through continued investment into PBIS, improved early and targeted intervention access for our students, and ongoing professional development. All areas on surveys improved from prior years, which indicates a renewed need to focus on the goal of the LCAP while also providing feedback that we are headed in the right direction.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all K-8 students develop the academic, social, and emotional skills necessary to thrive in high school, equipping them with a strong foundation for continued educational success and lifelong learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

Alta Dutch Flat School strives to educate the whole child, paying particular attention to a child's academic growth, but also their social and emotional growth as well. When students are educated at a small, kindergarten through eighth grade school, we bear a significant responsibilitiy in preparing children for the next step of their educational journey. For academic purposes, students' reading, phonics, and math levels were assessed using multiple benchmarks and progress monitoring periods. Data shows that student performance, in many cases, was at or below grade level in both math and ELA. Input from educational partners, in addition to these bench-marking assessments, indicates a need to improve student performance in both math and ELA achievements. For social-emotional purposes, ADF will create an educational environment that is inclusive for all students, as measured through surveys, discipline referrals and data taken from PBIS protocols. The promotion of a positive school climate that is safe, equitable, and encourages student engagement at all times.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Decrease points below standard on annual California Smarter Balanced Assessment	2022-23 CAASPP results: ELA-- 37.1 points below standard which is an decrease of 6.6 points from 2021-22 school year. Math-- 48.7 point below standard which decreased 29.4 points from 2021-22 school year. Students with Disabilities: ELA-- 89.5 points below standard Math--104.2 points below standard Socioeconomically disadvantaged students: ELA--68.2 points below standard Math--73.2 points below standard	2023-24 CAASPP results: ELA-- 30 points below standard which is an increase of 7 points from 2022-23 school year. Math-- 55.7 point below standard which decreased 7 points from 2022-23 school year. Students with Disabilities: ELA--92.8 points below standard Math--141 points below standard Socioeconomically disadvantaged students: ELA--48.2 points below standard Math--62.9 points below standard	2024-25 CAASPP results: ELA-- 11.6 points below standard which is an increase of 18.4 points from 2023-24 school year. Math--33 points below standard which is an increase of 22.7 points from 2024-25 school year. Students with Disabilities: ELA--** Fewer than 11 students tested. Data not displayed for privacy Math--**Fewer than 11 students tested. Data not displayed for privacy Socioeconomically disadvantaged students: ELA--41.7 points below standard Math--53.8 points below standard	Decrease points below standard by five points every year of this LCAP cycle equating to a 15 point gain for all students, overall. Additionally, decrease the points below standard for our SWD and our SED students by 10 points per year, equating to a 30 point gain for SWD and SED students over the three-year cycle. ELA--22.1 points below standard Math--33.7 points below standard SWD: ELA--59.5 points below standard Math--74.2 points below standard SED Students: ELA--38.2 points below standard Math--43.2 points below standard	Difference from baseline for 2024-25: ELA-- increase of 26 points from 2022-23 school year. Math--increase of 15 points from 2022-23 school year. Students with Disabilities:** Fewer than 11 students tested. Data not displayed for privacy Math--**Fewer than 11 students tested. Data not displayed for privacy Socioeconomically disadvantaged students: ELA--increase of 30 points from 2022-23 school year Math--increase of 20 points from 2022-23 school year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percent of students who are at or above grade level expectations for CBM ELA and Math in grades 1-4.	2024 Spring CBM results are as follows: Grade 1 ELA 52%, Math 55 % Grade 2 ELA 87% , Math84% Grade 3 ELA 100% , Math 55% Grade 4 ELA 75% , Math 50%	2025 Spring CBM results are as follows: Grade 1 ELA 30%, Math 33% Grade 2 ELA 61% , Math 75% Grade 3 ELA 75%, Math 50% Grade 4 ELA70%, Math 50%	2026 Spring CBM results are as follows: Grade 1 ELA 50%, Math 62% Grade 2 ELA 75% , Math 60% Grade 3 ELA 82%, Math 57% Grade 4 ELA75%, Math 42%	2027 Spring CBM targets: at least 80% of students in all grade levels are above national average (national average is 50%): Grade 1 ELA 80%, Math 80% Grade 2 ELA 80%, Math 80% Grade 3 ELA 80%, Math 80% Grade 4 ELA 80%, Math 80%	2026 Spring CBM results as compared to Spring 2024 baseline percentages are as follows: Grade 1 ELA 2% decrease, Math 7% increase Grade 2 ELA 12% decrease, Math 24% increase Grade 3 ELA 18% decrease, Math 2% increase Grade 4 ELA 0% change, Math 8% decrease
1.3	Survey for students and parents concerning learning new study skills, improving reading, writing, and math skills, receiving help and support on campus, discipline, and feeling safe at school.	February 2024 Student and Parent Survey Results (% who agree or strongly agree): Technology to accelerate learning • 78% students • 100% parents Learning improved in the 23-24 school year • 100% students • 100% parents Safety on campus • 78% students	February 2025 Student and Parent Survey Results (% who agree or strongly agree): Technology to accelerate learning • 99% students • 100% parents Learning improved in the 24-25 school year	February 2026 Student and Parent Survey Results (% who agree or strongly agree): Technology to accelerate learning • 99% students • 88% parents Learning improved in the 25-26 school year	February 2027 Student and Parent Survey Targets (% who agree or strongly agree): Technology to accelerate learning • 90% students • 95% parents Learning improved in the 26-27 school year	Parent and survey results show an increase from baseline in the 2025-26 school year. Technology to accelerate learning • 11% increase students • 5% increase parents Learning improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 94% parents Discipline being fair and consistent • 65% students • 94% parents Positive behavior recognition • 82% students • 100% parents	• 100% students • 100% parents Safety on campus • 91% students • 94% parents Discipline being fair and consistent • 88% students • 94% parents Positive behavior recognition • 82% students • 94% parents	• 100% students • 100% parents Safety on campus • 91% students • 100% parents Discipline being fair and consistent • 97% students • 91% parents Positive behavior recognition • 94% students • 91% parents	• 90% students • 95% parents Safety on campus • 90% students • 95% parents Discipline being fair and consistent • 90% students • 95% parents Positive behavior recognition • 90% students • 100% parents	in the 25-26 school year • 0% change students • 0% change parents Safety on campus • 12% increase students • 1% increase parents Discipline being fair and consistent • 25% increase students • 1% increase parents Positive behavior recognition • 8% increase students • 9% decrease parents
1.4	Discipline data from PBIS annual TFI and the California Dashboard	Ongoing monthly LEA data that identifies PBIS behavior	Ongoing monthly LEA data that identifies	Ongoing monthly LEA data that identifies	26-27 PBIS monthly data shows:	Change from baseline in PBIS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Climate and Conditions.	strategies such as tiered interventions, green slips earned, time out of class during the day for disciplinary actions, and Bear Bucks awarded for positive recognition. 23-24 PBIS monthly data shows: • average of 8 office referral slips. • average of 12 supervised office visits/out of class interventions for Minor and Major Problem Behavior incidents . • average of 100 Bear Bucks cards awarded for behavior recognition. May 2024 TFI Score of 78% for Tier 1	PBIS behavior strategies such as tiered interventions, green slips earned, time out of class during the day for disciplinary actions, and Bear Bucks awarded for positive recognition. 24-25 PBIS monthly data shows: • average of 4 office referral slips. • average of 8 supervised office visits/out of class interventions for Minor and Major Problem Behavior incidents . • average of 100 Bear Bucks cards awarded for behavior	PBIS behavior strategies such as tiered interventions, green slips earned, time out of class during the day for disciplinary actions, and Bear Bucks awarded for positive recognition. 25-26 PBIS monthly data shows: • average of 6 office referral slips. • average of 6 supervised office visits/out of class interventions for Minor and Major Problem Behavior incidents . • average of 75 Bear Bucks cards	• average of 2 office referral slips. • average of 4 supervised office visits/out of class interventions for Minor and Major Problem Behavior incidents . • average of 200 Bear Bucks cards awarded for behavior recognition. Increase TFI Score for Tier 1 to 90% Maintain less than 10% of students participating in Tier 2 supports.	monthly data shows: • average of 4 fewer office referral slips. • average of 6 fewer supervised office visits/out of class interventions for Minor and Major Problem Behavior incidents . • No change in Bear Bucks cards awarded for behavior recognition. TFI Score of 0% increase for Tier 1 No change in students participating in Tier

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			recognition. May 2025 TFI Score of 90% Students who participated in Tier 2 Interventions of 4%.	awarded for behavior recognition. May 2026 TFI Score of 90% Students who participated in Tier 2 Interventions for 25.26 of 4%.		2 Interventions.
1.5	Suspension rates from California Dashboard	The 2023 California Schools Dashboard data shows a suspension rate of 1%, a decline of 2.8% from the 2021-22 school year.	The 2024 California Schools Dashboard data shows a suspension rate of 0%, a decline of 1% from the 2022-23 school year.	The 2025 California Schools Dashboard data shows a suspension rate of 0%.	The 2027 California School Dashboard data will show 0% of students suspended.	Our suspension rate is zero for 2024-25 which is a 1%decline from 2023-24.
1.6	Chronic absenteeism from California Dashboard	The 2023 California Schools Dashboard data shows a 41.2% chronic absenteeism rate, a decline of 2.9% from the 2021-22 school year.	The 2024 California Schools Dashboard data shows a 9% chronic absenteeism rate, a decline of 32% from the 2023-24 school year.	The 2025 California Schools Dashboard data shows a 16% chronic absenteeism rate, an increase of 6.8% from the 2024-25 school year.	The Chronic Absenteeism rate will drop to 10%, a decline of 31% over the three-year life cycle of this LCAP.	Chronic absenteeism data shows a decrease of 25.2% from baseline.
1.7	FIT Report	2021 SARC Report has an overall "Good" rating for School Facility Repairs Status with 6 of 8 categories with	2024 SARC Report has an overall "Good" rating for School Facility Repairs Status with 6 of 8	2025 SARC Report has an overall "Good" rating for School Facility Repairs Status with 6 of 8	With the replacing of the entire HVAC system, as well as other maintenance needs, ADF will maintain an overall	There is no difference in the FIT report from baseline to 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ratings of "Good" and 2 categories with ratings of "Fair".	categories with ratings of "Good" and 2 categories with ratings of "Fair".	categories with ratings of "Good" and 2 categories with ratings of "Fair".	"Good" rating on the FIT report. By 2026- 27 school year, ADF aims to have a "Good" rating in each of the 8 facility repair status categories.	
1.8	Survey of former students in 10th grade	First survey will be conducted in 2024-25 school year in order to track current, graduating 8th graders; currently, 100% (9/9) students maintaining at 2.0 GPA or better in the 8th grade	First survey will be conducted in 2024-25 school year in order to track current, graduating 8th graders; currently, 100% (9/9) students maintaining at 2.0 GPA or better in the 8th grade	According to Colfax High School records, 100% of our students from the 8th grade class of 2023-24 have a 2.0 cumulative GPA or better.	At least 7 out of 9 (75%) of former ADF students will have 2.0 GPA or better in 10th grade as reported from student survey and Colfax High School survey.	The 2025-26 school year is the first year of the metric showing 100% of students in year 10 have a 2.0 GPA or better.
1.9	Number/percentage of correctly assigned teachers	At Alta-Dutch Flat School, 100% of teachers are correctly assigned.	At Alta-Dutch Flat School, 100% of teachers are correctly assigned.	At Alta-Dutch Flat School, 100% of teachers are correctly assigned.	Alta-Dutch Flat School will maintain a level of 100% correct assignment for all teachers.	There is no difference between baseline and 2024-25 data.
1.10	Number of students without access to their own copies of standards-aligned instructional materials at home and at school	All students have access to their own copies of standards-aligned instructional materials at home and at school.	All students have access to their own copies of standards-aligned instructional materials at home and at school.	All students have access to their own copies of standards-aligned instructional materials at home and at school.	All students will have access to their own copies of standards-aligned instructional materials at home and at school.	There is no difference between baseline and 2024-25 data.
1.11	Attendance records for school counselor visits	10% of our students have accessed the	4% of our students have accessed the school counselor	15% of our students have accessed the	50% of our students will have accessed the	There was an increase of 15% between baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school counselor through individual visits.	through individual visits.	school counselor through individual visits.	school counselor through individual, group or classroom visits or group visits	and 2024-25 data for students accessing the counselor.
1.12	Expulsion Rate from CDE's DataQuest	The expulsion rate for ADF was 0% during the 2023-24 school year.	The expulsion rate for ADF was 0% during the 2024-25 school year.	The expulsion rate for ADF was 0% during the 2025-26 school year.	Expulsion rate to remain at 0%.	There is no difference between baseline and 2025-26 data for expulsion rates.
1.13	Middle School Drop out Rate and Middle School Graduation Rate	For the 2023-24 school year, our middle school dropout rate was 0%. 100% (9/9) students met all required graduation standards as set forth by the Alta-Dutch Flat School District governing board.	For the 2024-25 school year, our middle school dropout rate was 0%. 100% (9/9) students met all required graduation standards as set forth by the Alta-Dutch Flat School District governing board.	For the 2025-26 school year, our middle school dropout rate was 0%. 100% (9/9) students met all required graduation standards as set forth by the Alta-Dutch Flat School District governing board.	Middle school dropout rate to remain at 0%. All eighth grade students will meet the graduation standards set forth by the Alta-Dutch Flat School District governing board.	There is no difference between baseline and 2025-26 data for middle school drop out rates.
1.14	Attendance records for campus events	Attendance records have only been kept for Open House, with a 90% attendance rate in 2023-24.	Parent Attendance Rates for School Events: Back to School Night 66% Open House 77% Monthly Assemblies 80% Parent-Teacher Conferences 96%	Parent Attendance Rates for School Events: Back to School Night 66% Open House 90% Monthly Assemblies 98% Parent-Teacher Conferences 95%	Parent attendance rates of 90% or better at all schoolwide functions, including Back to School Night, Open House, monthly assemblies, Parent-Teacher Conferences.	Second year of a new metric. Parent Attendance Rates for School Events: Back to School Night 66% shows no increase from 2024-25 data. Open House 90% shows 13% increase from 2024-25 school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						year and 0% increase from baseline. Monthly Assemblies 98% shows 32% increase from 2024-25, first year of metric. Parent-Teacher Conferences 95% shows slight decrease of 1% from 2024-25 school year.

Goal Analysis [2025-26]

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

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

Analysis of student outcome and stakeholder feedback data indicates both areas of growth and areas requiring continued focus under Goal 1: Ensure that all K-8 students develop the academic, social, and emotional skills necessary to thrive in high school, equipping them with a strong foundation for continued educational success and lifelong learning.

CAASPP results demonstrated positive growth overall when compared to the 2022-23 baseline year. In English Language Arts (ELA), the district showed an increase of 26 points, while mathematics demonstrated an increase of 15 points. Socioeconomically disadvantaged students also demonstrated notable growth, with ELA increasing by 30 points and mathematics increasing by 20 points compared to the 2022-23 school year baseline. Due to privacy protections, data for Students with Disabilities was not publicly displayed because fewer than 11 students were tested.

Action 1.1: Academic Achievement was partially implemented and these gains reflect the district's continued focus on Action 1.1: Academic Achievement, including targeted intervention support, enhanced instructional strategies in mathematics, and collaborative teacher work through Professional Learning Communities (PLCs) focused on Building Thinking Classrooms (BTC). The LEA used Learning Recovery Emergency Block Grant (LREBG) funds to address academic intervention needs and improve overall school culture and student engagement. These expenditures were aligned to the district's LCAP goals and actions identified through a comprehensive needs assessment process that included input from staff, parents, and school data analysis. LREBG funds were used to provide targeted academic

intervention services through the allocation of a portion of the special education teacher's time to support intervention instruction for students demonstrating learning loss and academic gaps. The district believes that increased collaboration among teachers and the use of targeted interventions contributed positively to student growth, particularly among socioeconomically disadvantaged students.

At the same time, local assessment data from the 2026 Spring Curriculum-Based Measure (CBM) results compared to the Spring 2024 baseline demonstrated mixed outcomes across grade levels. In ELA, Grade 1 showed a 2% decrease, Grade 2 showed a 12% decrease, Grade 3 showed an 18% decrease, and Grade 4 showed no change. In mathematics, Grade 1 demonstrated a 7% increase, Grade 2 showed a significant 24% increase, Grade 3 showed a 2% increase, while Grade 4 showed an 8% decrease.

These mixed CBM results indicate that while overall CAASPP performance improved, additional focus is still needed to ensure consistent academic growth across all grade levels and content areas. The district recognizes the need to continue refining instructional practices, strengthening intervention systems, and providing differentiated support for students who continue to experience academic challenges.

Action 1.2: School Culture and Climate was partially implemented through PBIS Tier 2 supports and the schoolwide Leader in Me initiative contributed to improved student engagement, leadership opportunities, and classroom climate, which support academic success and positive student outcomes. Parent and student survey results from the 2025-26 school year demonstrated positive growth in several areas related to school climate and culture. Survey data showed an 11% increase among students and a 5% increase among parents regarding the use of technology to accelerate learning. Student and parent perceptions that learning improved remained stable with no change from baseline. Student perceptions of safety on campus increased by 12%, while parent perceptions increased by 1%. Student responses regarding discipline being fair and consistent increased by 25%, with parent responses increasing by 1%. Positive behavior recognition increased by 8% among students, although parent responses in this area decreased by 9%, indicating a need for continued communication and visibility regarding student recognition systems.

PBIS monthly data also demonstrated positive trends in student behavior and school climate. Compared to baseline data, the school averaged 4 fewer office referral slips and 6 fewer supervised office visits or out-of-class interventions for minor and major behavior incidents. While there was no change in the number of Bear Bucks awarded for behavior recognition, behavioral intervention data suggests that overall student behavior and classroom management systems improved. The Tiered Fidelity Inventory (TFI) score for Tier 1 implementation showed no increase from baseline, indicating the need for continued refinement and consistency in Tier 1 PBIS implementation practices. Additionally, there was no change in the number of students participating in Tier 2 interventions, suggesting that while universal supports have strengthened, additional work may be needed to identify and provide targeted interventions for students requiring additional behavioral or social-emotional support.

Additional school climate indicators reflected positive outcomes. The district maintained a suspension rate of 0% during the 2024-25 school year, representing a 1% decline from the previous year. Chronic absenteeism data showed a significant decrease of 25.2% from baseline, demonstrating improved student attendance and engagement. Expulsion rates and middle school dropout rates showed no difference from baseline data, with both remaining stable.

The district also monitored student support and college/career readiness indicators. During the 2024-25 school year, our district was unable to secure a school counselor who could provide support services for our students. As a result, our students did not access a counselor. However, in 2025-26, we were able to once again fund a .2FTE school counselor who was on campus on Fridays. As a result we saw an

increase in services for our students. There was a 15% increase between baseline and 2024-25 data for students accessing counseling services, demonstrating increased utilization of available social-emotional and student support resources despite the ongoing challenge of not having a dedicated full-time counselor. Additionally, the 2025-26 school year marked the first year of a new metric showing that 100% of students in Year 10 achieved a GPA of 2.0 or higher, reflecting strong progress toward academic readiness and long-term student success goals.

Action 1.3: Parent and Community Involvement, was fully implemented through the district's continued efforts to strengthen communication and engagement with families and community partners. Parent input gathered through surveys, meetings, and informal feedback played an important role in shaping district priorities and identifying areas of need related to student support, school climate, and academic achievement. Schoolwide initiatives such as Leader in Me also promoted stronger connections between home and school by encouraging family participation, shared leadership opportunities, and consistent communication around student growth and school expectations.

Parent participation metrics demonstrated strong engagement overall. Back to School Night attendance remained stable at 66%, showing no increase from 2024-25 data. Open House attendance reached 90%, reflecting a 13% increase from the 2024-25 school year and maintaining baseline participation levels. Monthly assemblies demonstrated exceptionally strong family engagement at 98%, representing a 32% increase from 2024-25 and serving as the first year of this metric. Parent-Teacher Conference participation remained high at 95%, despite a slight 1% decrease from the prior school year.

Action 1.4: Facilities Improvement and Maintenance, was fully implemented through the district's focus on the importance of maintaining safe, functional, and welcoming facilities that support student learning and well-being. Alta-Dutch Flat School includes some original structures dating back to the 1930s and is located in an area that experiences harsh winter weather conditions, including snow and extreme cold, as well as hot summer temperatures. These weather extremes continue to place significant demands on school facilities and infrastructure. As a result of ongoing facility assessments and stakeholder feedback, the district will continue prioritizing facility care, maintenance, and campus safety to support instructional needs and provide a positive learning environment for students and staff. During the 2024-25 school year, the district completed installation of a new HVAC system throughout the campus to improve indoor air quality, temperature regulation, and overall comfort for students and staff. Additional ongoing priorities include carpet cleaning and replacement, fire extinguisher certification, facility repairs and upgrades, playground and building maintenance, and repairs to equipment and tools necessary for school operations. These continued investments are intended to ensure that students and staff have access to clean, safe, healthy, and well-maintained learning spaces while also fostering school pride and a sense of ownership among stakeholders.

The district recognizes that improved facilities contribute directly to stronger learning outcomes, increased student engagement, and a more positive school climate. Clean, safe, and comfortable learning environments support student attendance, concentration, behavior, and overall readiness to learn. Well-maintained facilities also promote a sense of pride, respect, and connectedness among students, staff, families, and the broader community. By investing in facility improvements and campus upkeep, the district aims to create environments where students feel safe, valued, and motivated to succeed academically and socially.

The district will also continue maintaining qualified custodial and maintenance personnel to support the daily upkeep and long-term preservation of school facilities. Maintaining safe and welcoming facilities remains an essential component of supporting student attendance, engagement, and overall success. The district has solicited input from the Office of Public School Construction for input for facilities upgrades, including emergency repairs for buildings damaged during recent severe weather events.

Overall, the district's implementation of these initiatives reflected a comprehensive approach to supporting students academically, socially, and emotionally through a combination of targeted instruction, intervention supports, PBIS implementation, leadership development, and increased family engagement. Continued reflection on student outcome data, behavioral metrics, attendance trends, and stakeholder feedback will guide future improvements and ensure alignment with the goals and actions outlined in the 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.

There were no material differences between Budgeted Expenditures and Actual Expenditures.

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

The actions and services implemented under Goal 1: Ensure that all K-8 students develop the academic, social, and emotional skills necessary to thrive in high school, equipping them with a strong foundation for continued educational success and lifelong learning have demonstrated overall effectiveness in improving student outcomes, school climate, and family engagement, although some areas continue to require refinement and additional support. Under Action 1.1: Academic Achievement, the district's efforts to strengthen instruction by improving the quality of direct instruction has been highly effective in advancing the instructional quality and improving student outcomes in math. Teachers who participated in professional development reported increased confidence and effectiveness in delivering rigorous, concept-based instruction. Formative assessments and classroom observations confirmed that students are engaging more deeply with math content. Continued PLC collaboration and support will ensure the momentum is sustained. With input from teachers, we continue to see a need for increased levels and instruction of numeracy and fluency with the belief that this will improve student learning outcomes. The implementation of math PLCs based on Building Thinking Classrooms has been partially effective. Teachers collaborating in PLCs gained insight into new instructional strategies, and student engagement visibly improved in classrooms where BTC strategies were fully implemented. However, varying levels of adoption and instructional readiness among staff limited consistency. Increased coaching, modeling, and time for peer observation will improve the effectiveness of this action in the coming year.

Under Action 1.2, our district provided an increase in access to mental health services which was effective. During the 2024-25 school year, our district was unable to secure a school counselor who could provide support services for our students. As a result, our students did not access a counselor. However, in 2025-26, we were able to once again fund a .2FTE school counselor who was on campus on Fridays. As a result we saw an increase in services for our students.

The PBIS Tier 2 training and implementation have been moderately effective in reducing disruptive behavior and office referrals for targeted students. Students participating in Tier 2 supports demonstrated improved behavioral outcomes, including fewer classroom disruptions and increased time on task. However, the lack of a systematic data collection and progress monitoring process limited our ability to fully measure schoolwide effectiveness. To increase effectiveness, we need to refine the implementation with better fidelity checks and the use of progress monitoring tools.

The ability to provide mental health support for our students has been largely ineffective due to the inability to hire a full-time school counselor. The lack of consistent counseling support prevented us from adequately addressing student mental health and social-emotional needs, which are foundational to academic success and behavioral improvement. As a result, other supports (such as Tier 2 behavior interventions) were strained by the absence of comprehensive SEL services. Prioritizing this staffing gap is essential for making meaningful progress toward our wellness goals.

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 district remains committed to continuous improvement and will continue using data-driven decision-making and stakeholder engagement to guide implementation of actions and services that support the academic, social, and emotional success of all students. Based on reflection of implementation efforts, analysis of student outcome data, stakeholder feedback, and review of progress toward Goal 1, the district identified several areas requiring refinement and continued focus for the upcoming school year. While data demonstrated positive growth in academic achievement, school climate, attendance, and family engagement, reflections on prior practice also highlighted inconsistencies in student performance across grade levels, an increased need for numeracy development and math fluency, the need for stronger intervention systems, and opportunities to improve communication and support structures for students and families.

As a result, the district made adjustments to planned actions, metrics, and target outcomes to better align with identified student needs and to strengthen the effectiveness of services provided. Changes for the upcoming year include refining academic intervention supports, strengthening literacy and numeracy instruction, increasing focus on math fluency development, and enhancing progress monitoring practices to ensure students receive timely and targeted support. The district will continue strengthening instructional practices through collaboration, intervention, and differentiated support systems to address identified learning gaps.

Action 1.1: Academic Achicevement will continue to focus on direct instruction. Increased collaboration time for math teachers will be built into the schedule to allow for regular lesson study and reflection. Instructional improvements were evident, and we aim to deepen their impact by better measuring student growth and increasing opportunities for teacher collaboration and reflection. The district will focus on implementing new numeracy curriculum to improve the metrics connected to Action 1.1. The action will be refined to include a staggered implementation plan, identifying lead teacher cohorts to model BTC practices and mentor colleagues. PLC meeting agendas will be aligned more tightly to BTC principles and connected directly to classroom observation and feedback cycles. While initial PLC implementation was promising, variation in staff readiness and adoption highlighted the need for a more phased, scaffolded approach to ensure broader and deeper implementation.

Action 1.2, School Climate and Culture, will be revised to emphasize expanding access to mental health services, including small groups and new SEL and leadership curriculum of Leader in Me, not just hiring a counselor. Metrics will be added to track student participation in SEL groups, referrals for support, and staff satisfaction with available mental health services. With the securing of a counselor, the district will expand our delivery model to include staff-led small groups and dedicated SEL curriculum offers a more flexible and immediate solution to students' social-emotional needs. Based on student support and school climate data, the district also identified a need to expand social-emotional learning opportunities and increase student access to counseling services. In response, the district plans to increase access to counseling support through direct instruction social-emotional learning (SEL) classes embedded within classroom instruction. Additionally,

the district will continue implementation of the Leader in Me program with increased fidelity to strengthen leadership development, student engagement, positive behavior systems, and overall school culture.

Reflections showed that while Tier 2 supports helped reduce referrals for specific students, broader behavioral impacts were limited by inconsistent implementation and lack of structured follow-up. These changes aim to close that gap.

To further support student wellness and healthy decision-making, the district secured a Tobacco-Use Prevention Education (TUPE) grant totaling $10,000 to increase student access to health education and prevention programming. This additional funding will support expanded instruction and resources related to student health, prevention education, and overall well-being.

Reflections on parent and community involvement data and metrics connected to Action 1.3: Parent and Community Involvement also identified a need to strengthen consistent family participation and engagement opportunities. While participation rates at school events remained high overall, the district plans to increase attendance and involvement in the Parents' Club through more direct outreach, personal invitations from the principal, and intentional relationship-building efforts with families. The district recognizes the importance of strengthening school-home partnerships to support both academic and social-emotional student success.

Additionally, the district reviewed existing metrics to ensure they more accurately measure progress toward desired outcomes related to academic achievement, student engagement, school climate, attendance, counseling access, and parent participation. New and revised metrics were added to better monitor implementation effectiveness, student support utilization, and family involvement. These adjustments were informed by ongoing analysis of CAASPP results, local assessment data, PBIS data, attendance trends, survey feedback, and stakeholder input gathered throughout the year.

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	Academic Achievement	Alta-Dutch Flat School will maintain highly qualified and properly credentialed teaching staff and para-educator support to produce the greatest gains in student performance. We have increased the number of para-educator staff as well as extend the para-educator workday in an effort to better serve the Special Education and unduplicated populations first. Additionally, ADF will added a Special Day Class designation for our Special Education population and increased the time on campus of the Education Specialist in an effort to reach unduplicated, Special Education,	$71,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and other students as identified by ongoing assessment data including CBM, IXL, and classroom-based assessments and observations. ADF will ensure that all students will receive materials needed for success and have access to the curriculum that is aligned with the Common Core State Standards. The curriculum will build on students' prior knowledge and teach new concepts. In addition to the adopted curriculum, ADF will continue to invest in school-wide assessment tools that can be used to inform and drive instruction such as CBM and IXL. We will continue the Read&Write and Sonday Phonics program subscriptions as targeted support for Special Education and unduplicated populations. ADF will increase the intervention staff time allotment, using our special education teacher to lead intervention groups in order to provide targeted intervention and RTi for identified students in grades 1-8. The Multi-tiered system of support (MTSS) program will be used to design and implement interventions. Teacher observations in combination with CAASPP state testing results, CBM, and IXL diagnostic assessments will be used for identifying areas of support for student needs. This targeted intervention program will be continually monitored and evaluated for success. Student progress and achievement will be ongoing and placements will be flexible and evolving based on data and observation. ADF will commit to the ongoing learning and professional development of credentialed teaching staff. The instructional staff will participate in professional development workshops and activities to develop the knowledge and skills necessary to address the learning challenges of foster youth, low-income, English Learners, and students with active IEP and 504 plans. Additionally, the school will offer ongoing opportunities for integrating Science of Reading best practices, Step Up to Writing curriculum, and technology into the classroom in a way that enhances and improves the content being delivered and maximizes the effectiveness of teaching strategies. ADF School recognizes and realizes that some students need more support and engagement beyond the school day. We will implement a rigorous and targeted afterschool academic tutoring program, with priority given to our unduplicated student population, in addition to our Extended		

Action #	Title	Description	Total Funds	Contributing
		Learning Opportunity Program which is already available to our unduplicated student population free of charge due to state funding models. ADF seeks to recruit volunteers to coach interscholastic sports and host afterschool enrichment clubs and opportunities for our students. Student voice and input is essential in the planning of these activities and input is solicited through surveys and interviews of students, staff, and parents.		
1.2	School Culture and Climate	Alta-Dutch Flat Climate--ADF will harbor a positive learning environment that increases engagement and promotes equity and connectivity for all students, staff, and community. We will provide an educational environment that is inclusive for all students. Special care will be paid to students' social-emotional development and regulation. ADF will prioritize professional development towards student well-being including Social-Emotional Learning (SEL) and Positive Behavior Intervention Strategies (PBIS) with an emphasis on impacting foster youth, low-income, English Learners, and students with active IEP and 504 plans. ADF will train staff in Tier 2 Interventions for PBIS. ADF will provide opportunities for staff to participate in SEL and PBIS professional development courses as they become available. Courses offered by Placer County Office of Education, Sacramento County Office of Education, and other sources will be utilized. Out of classroom teacher support will be provided by administration and qualified substitute teachers with additional support in the classroom provided by paraeducators. ADF will continue to invest in students' emotional well-being by investing in a counselor, at least one day per week. Students will be able to request a meeting with the counselor and parents will be notified before the meeting will take place. Additionally, the counselor will be available to assist classroom teachers with social-emotional needs of their students by leading class instruction, or class meetings, in collaboration with classroom teachers. Students may also be designated to meet with the school counselor in a group setting around limited social-emotional topics such as executive functioning or friendship building.	$60,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ADF has implemented a tiered system of support for all students who trend toward excessive absence from school recognizing that unduplicated students have a higher frequency of chronic absenteeism. This support system includes daily contact to families who have a student absent and use of school staff, teachers, and administration to support families as needed including identifying transportation needs. Additional support will be provided by access to counseling on campus. Priority will be given to unduplicated and Special Education student populations who have been identified with absenteeism trends through attendance software.		
1.3	Parent and Community Involvement	ADF recognizes that parent support and involvement is key to building a positive school climate and culture. It is important to create a welcoming environment on campus so that parents know that they are always welcome on campus and encouraged to provide feedback and direction for the campus. Parents need to be informed about events and activities on campus in order to increase student participation in events, as well as encouraging parents and community members to volunteer on campus. ADF will increase the communication and feedback opportunities with families in order to build stronger relationships between school, home, and community. We use the communication system, Parent Square, to ensure that all families and staff are given numerous opportunities for collaboration and connection. This increased collaboration will positively affect student achievement and social-emotional support. Through continued and expanded use of Parent Square, administering surveys, formulating and supporting engagement groups such as the Parent Advisory Committee and Parents' Club, administration strives to have an open door policy where students, families and staff feel respected and valued, as well as encouraged to provide input as to the overall direction of the school. There may be opportunities for additional student/family/teacher conferences for the unduplicated student and other identified students.	$16,951.00	Yes
1.4	Facilities Improvement and Maintenance	The Alta-Dutch Flat School has some original structures that date to the 1930's. The school is at an altitude that gets harsh winter cold, along with snow, and hot summer days. This weather extreme takes a toll on the facilities and how we prepare for school and instruction. To meet the	$25,580.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional needs of our staff and the well-being of our children, we make the overall safety and maintenance of our school a top priority. ADF will invest in continued facility care. We installed a new HVAC system throughout campus during the 2024-25 school year. Carpet cleaning and replacement, fire extinguishers certification, ongoing maintenance and facilities repairs, equipment and tool repairs and upgrades, playground and building upkeep continue to be a priority. This investment will ensure a safe and healthy learning environment for all students and staff and will harbor a sense of pride and ownership from our stakeholders. ADF will maintain qualified custodial and maintenance personnel in an effort to provide a clean, safe, and welcoming learning environment for students and staff.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2		

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 [2025-26]

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

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

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
3		

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 [2025-26]

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

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

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.

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Actions

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 [2025-26]

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

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

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 [2025-26]

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

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

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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$55,163	$

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
4.021%	0.000%	$0.00	4.021%

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:** Academic Achievement **Need:** Through our CAASPP data, we have identified that our low income students are not performing at the same rate as their peers. Our socioeconomically-disadvantaged students scored 41.7 points below standard in ELA and 53.8 points below standard for math. This is a significant difference between the	In order to address these needs, we will implement the action to provide all students with properly credentialed teachers and access to standards-based curriculum. The intervention program will specifically target our unduplicated population and provide more detailed and extensive instruction and support. All unduplicated students will get additional support from credentialed teachers and para-educators.	Annual Statewide CAASPP scores; CBM scores; student surveys; parent surveys

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
	school average of 11.6 points below standard in ELA and 33 points below standard for math. There is no disaggregated data available for the lower grades (kindergarten through second grade) from CBM or IXL. **Scope:** LEA-wide	Our experiences at ADF have proven that unduplicated students perform better academically with additional support. This will be accomplished by implementing and monitoring an intervention plan that is designed to address some of the barriers that have caused low test scores and low academic improvements. This will include frequent diagnostic testing, communication with families and support at home, reliable daily meals at school, and a school support that is universally designed for the individuals' specific learning needs, (UDL). We want to make sure we are maximizing all the instructional opportunities both whole class as well as targeted interventions, so students get the extra help they need prior to being mislabeled as having a learning disability, We will provide small group instruction and support and increase ongoing assessments of learning progress to ensure that low income students get what they need through a multi-tiered system of support. All unduplicated students may be given a Chromebook for use at home and school in order to help them have the same access as other students. We expect that by implementing the following actions, our low-income students will begin to progress more quickly, thus will close the achievement gap. However, all students who are performing below grade level will benefit from the systems being put in place to ensure academic success on a school-wide basis.	
1.2	**Action:** School Culture and Climate **Need:**	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the social-emotional needs are higher than the rate for all students. This was done	Counseling attendance records; PBIS data; Chronic Absenteeism rates; Parent and student

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
	Students need to believe that they are a part of the school community and that they want to come to school. They need to be at school to learn. Chronic absenteeism wa sat a rate of 23.5% Social-economically disadvantaged students. **Scope:** LEA-wide	through teacher engagement and student surveys. In order to address this condition of our unduplicated students, we will develop and implement an additional support service during the school day. This will be done by adding additional time to the school day and providing specific, measurable, and action oriented support services with 1:1 counseling and small group instruction and support. Creating a school culture and climate centered on inclusivity benefits our unduplicated student population. The main vehicle for creating this caring school culture is through PBIS. We will continue to implement Tier 1 PBIS strategies in order to create a welcoming school culture where students feel connected to staff and to other students. Additionally, we will continue to implement Tier 2 PBIS strategies in order to meet the needs of students who have more severe behavior or academic needs. Chronic absenteeism remains significantly high with our unduplicated student population with our low income students with the highest chronic absenteeism rate of 23.5%, compared to the overall school average of 16%, almost double. Continuing to implement Tier 1 PBIS strategies will assist in creating a positive learning environment that will increase the engagement of students and reinforce positive school attendance due to an increase in a positive school culture and climate. We expect that chronic absenteeism rates will decrease and low-income students will feel connected at school. However, all students who are chronically absent will benefit from the	surveys; Suspension rates; graduation rates; expulsion rates

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
		systems being put in place to ensure supports for students in connectedness and additional behavioral and social-emotional supports, we are providing the above actions on a schoolwide basis. Our chronic absenteeism rate was a metric that was identified as a need for improvement in prior years for our district. As we have analyzed that data and referred to the years in question, we have become more proactive in communication with families. For suspensions, our school continued to have a low number but this may increase next year. Our unduplicated students were not a designated group that was impacted by suspensions. In general, there is a perceived need to address loss of learning issues presented by many factors. The assessment system used will be IXL, CBM testing and Smarter Balanced.	
1.3	**Action:** Parent and Community Involvement **Need:** Students can be successful in school if parents and the school are working together as a team. All parents need to believe that they are a part of the school community and that the input of SED families, ELl families, and Foster families is solicited and that their input is valuable. **Scope:** LEA-wide	Alta-Dutch Flat uses Parent Square as the communication tool to inform all parents of schoolwide events and initiatives. All parents are added to Parent Square. Through continued and expanded use of Parent Square, administering surveys, formulating and supporting engagement groups such as the Parent Advisory Committee and and Parents' Club, administration strives to have an open door policy where all families, regardless of education level or socioeconomic level, feel respected and valued, as well as encouraged to provide input as to the overall direction of the school. ADF will continue to inform SED parents of opportunities afforded to them, and their student, such as the Extended Learning Opportunity Program, so that they are included in	Parent attendance records at school events; PBIS data; Chronic Absenteeism rates; Parent and student surveys; Suspension rates; graduation rates; expulsion rates

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
		all that our campus offers with all barriers to participation removed.	

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.

ADFS does not receive a concentration grant or the concentration grand add-on.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,371,804	$55,163	4.021%	0.000%	4.021%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$161,265.00	$6,583.00	$0.00	$6,049.00	$173,897.00	$146,122.00	$27,775.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Achievement	Low Income	Yes	LEA-wide	Low Income	All Schools	1 year	$56,891.00	$14,355.00	$58,614.00	$6,583.00	$0.00	$6,049.00	$71,246.00	0%
1	1.2	School Culture and Climate	Low Income	Yes	LEA-wide	Low Income	All Schools	1 year	$57,875.00	$2,245.00	$60,120.00	$0.00	$0.00	$0.00	$60,120.00	0%
1	1.3	Parent and Community Involvement	Low Income	Yes	LEA-wide	Low Income	All Schools	1 year	$16,951.00	$0.00	$16,951.00				$16,951.00	0%
1	1.4	Facilities Improvement and Maintenance	All Students with Disabilities	No				1 year	$14,405.00	$11,175.00	$25,580.00	$0.00	$0.00	$0.00	$25,580.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,371,804	$55,163	4.021%	0.000%	4.021%	$135,685.00	0.000%	9.891 %	**Total:**	$135,685.00
								LEA-wide Total:	$135,685.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Academic Achievement	Yes	LEA-wide	Low Income	All Schools	$58,614.00	0%
1	**1.2**	School Culture and Climate	Yes	LEA-wide	Low Income	All Schools	$60,120.00	0%
1	**1.3**	Parent and Community Involvement	Yes	LEA-wide	Low Income	All Schools	$16,951.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$164,831.00	$164,382.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Achievement	Yes	$69,941.00	$69,623
1	**1.2**	School Culture and Climate	Yes	$55,476.00	$54,823
1	**1.3**	Parent and Community Involvement	Yes	$15,394.00	$14,755
1	**1.4**	Facilities Improvement and Maintenance	No	$24,020.00	$25,181

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$49,491	$127,860.00	$126,201.00	$1,659.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Achievement	Yes	$56,990.00	56,623	0%	0%
1	1.2	School Culture and Climate	Yes	$55,476.00	54,823	0%	0%
1	1.3	Parent and Community Involvement	Yes	$15,394.00	14,755	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,338,936	$49,491	0%	3.696%	$126,201.00	0.000%	9.425%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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