

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: 2024-25

LEA contact information:

Shana Brown

Superintendent/Principal

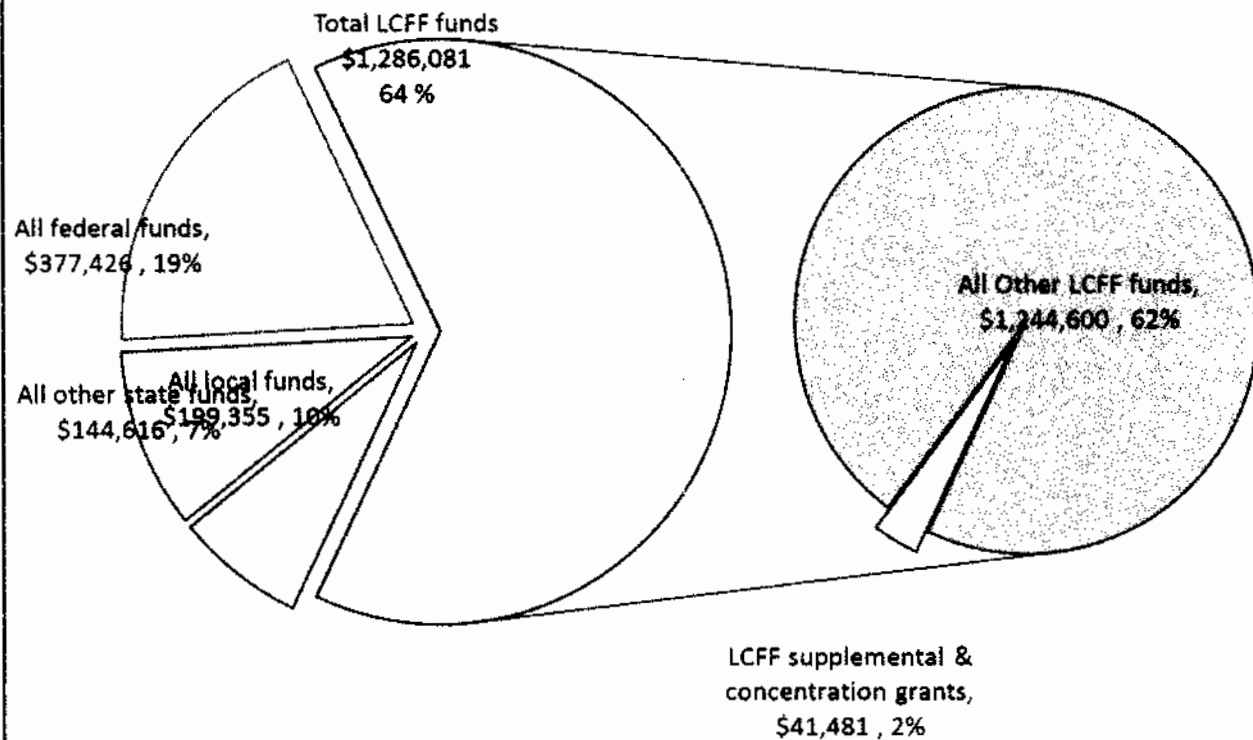
sbrown@alta.k12.ca.us

(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 2024-25 School Year

Projected Revenue by Fund Source

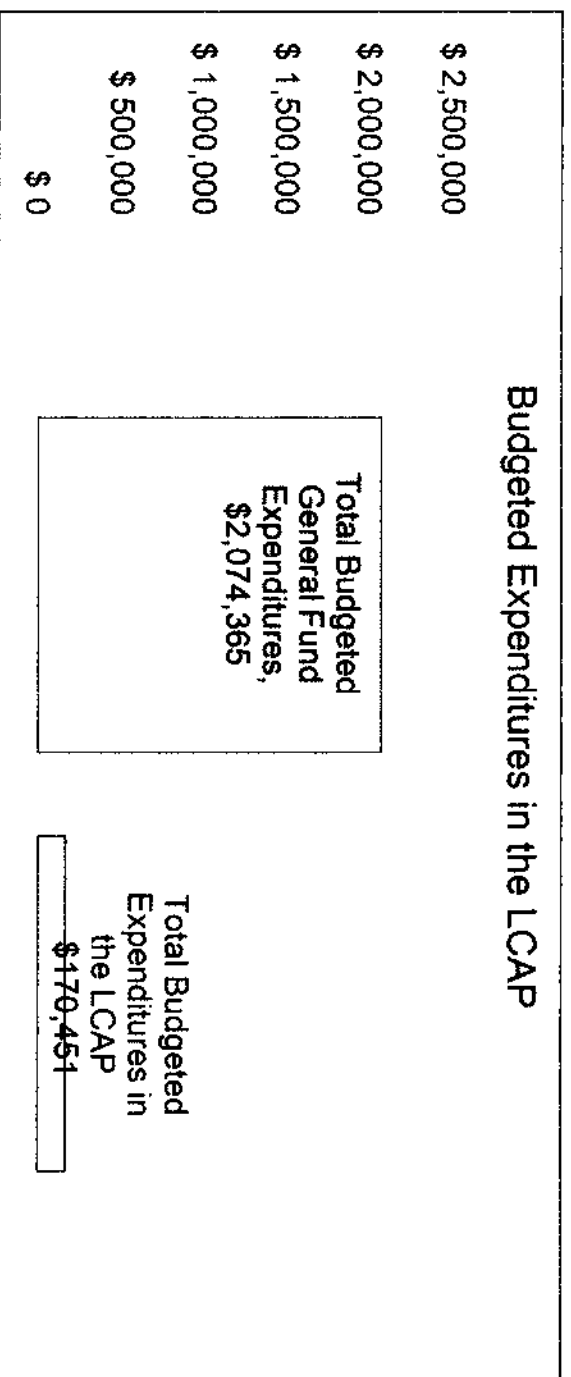


This chart shows the total general purpose revenue Alta-Dutch Flat Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alta-Dutch Flat Union Elementary School District is \$2,007,478, of which \$1,286,081 is Local Control Funding Formula (LCFF), \$144,616 is other state funds, \$199,355 is local funds, and \$377,426 is federal funds. Of the \$1,286,081 in LCFF Funds, \$41,481 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alta-Dutch Flat Union Elementary School District plans to spend \$2,074,365 for the 2024-25 school year. Of that amount, \$170,451 is tied to actions/services in the LCAP and \$1,903,914 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not included in the LCAP are primarily composed of employee salaries and benefits. Supplies, services, and curriculum are another group of expenditures excluded from the LCAP. Finally, the District is planning an HVAC improvement project using one-time federal funds in the summer of 2024. The cost of this project is not included in the LCAP.

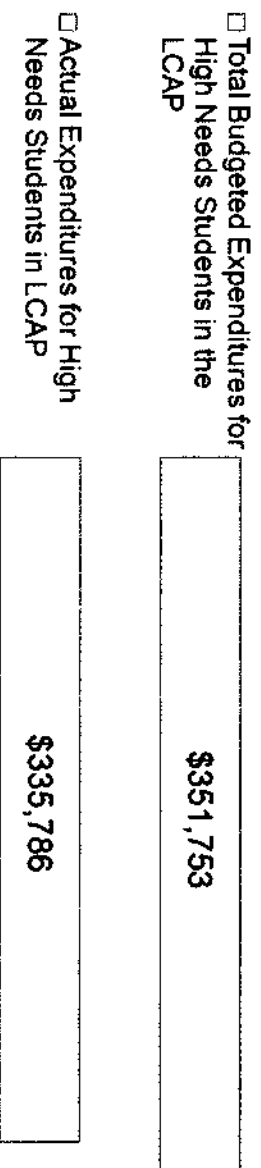
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Alta-Dutch Flat Union Elementary School District is projecting it will receive \$41,481 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 \$134,647 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 2023-24

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

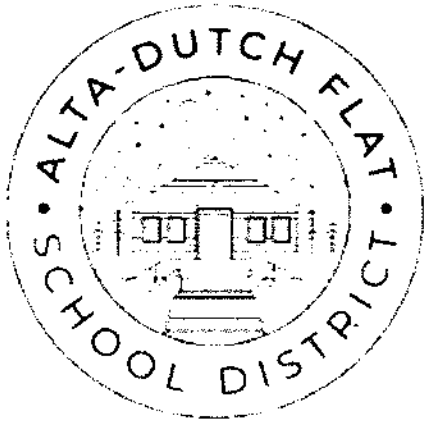


This chart compares what Alta-Dutch Flat Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Alta-Dutch Flat Union Elementary School District estimates it has spent on actions and 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 2023-24, Alta-Dutch Flat Union Elementary School District's LCAP budgeted \$351,753 for planned actions to increase or improve services for high needs students. Alta-Dutch Flat Union Elementary School District actually spent \$335,786 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$15,967 had the following impact on Alta-Dutch Flat Union Elementary School District's ability to increase or improve services for high needs students:

The 2023-2024 actual versus budgeted expenditures were very close to matching. The miscellaneous small changes that took place to cause the difference did not impact services and actions to increase or improve services to high needs students as they did not decrease the number of staff or the quality/quantity of services provided.



2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	Academic--ADF will increase academic performance by delivering high quality instruction while offering targeted interventions and engaging enrichment opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who meet or exceed standards on State CAASPP testing.	19-20 CAASPP results: ELA- 36.6 points above standard which is a decline of 16.8 points. Math- 1 point below standard which declined 17.8 points from 18-19.	The Dashboard was not available in 2021. Therefore, data on points below/above standard was not available. Below is the CAASPP report in % Met or Exceeded as reported on DataQuest. 20-21 CAASPP results: 41% Met or Exceeded Standard for ELA 52% Met or Exceeded Standard for Math Due to the disruptive nature of schooling last year during the pandemic many factors need to be taken into account	21-22 CAASPP results: 30% Met or Exceeded Standard for ELA 16% Met or Exceeded Standard for Math Due to the disruptive nature of schooling last year during the pandemic many factors need to be taken into account when interpreting this data.	22-23 CAASPP results: 40% Met or Exceeded Standard for ELA 33% Met or Exceeded Standard for Math Our scores increased significantly during this school year due fewer COVID restrictions such as quarantining. Additionally, our 5-8 math teacher was on long-term leave during the prior school year and was present during this year.	Increase overall points performance towards positive improvements at each grade level by 15 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		when interpreting this data.			
Percent of students who are at or above grade level expectations for Curriculum Based Measurement ELA and Math in grades 1-4	20-21 Spring MAP results are as follows: Grade 1 ELA 46%, Math 40% Grade 2 ELA 48%, Math 48% Grade 3 ELA 52%, Math 54% Grade 4 ELA 51%, Math 49%	21-22 Fall MAP results are as follows: Grade 1 ELA 40%, Math 60% Grade 2 ELA 50%, Math 75% Grade 3 ELA 43%, Math 29% Grade 4 ELA 56%, Math 56%	Spring 2023 Curriculum Based Measurement (CBM National Norm at 50% or above): Grade 1 ELA 83%, Math 100% Grade 2 ELA 45%, Math 70% Grade 3 ELA 80%, Math 50% Grade 4 ELA 50%, Math 82%	Spring 2024 Curriculum Based Measurement (CBM National Norm at 50% or above): Grade 1 ELA 52%, Math 55 % Grade 2 ELA 87% , Math84% Grade 3 ELA 100% , Math 55% Grade 4 ELA 75% , Math 50%	Overall grades 1-4 at 75% at or above grade level on CBM assessments. Eliminate low student test scores.
Survey questions for students concerning learning new study skills, improving reading, writing, and math skills, receiving help and support on campus, discipline, and feeling safe at school.	March 20-21 Student and Parent Survey Results (% who agree or strongly agree): Technology to accelerate learning <ul style="list-style-type: none"> • 66% students • 84% parents Learning improved in the 20-21 school year	March 21-22 Parent Survey Results (% who agree or strongly agree): Technology to accelerate learning <ul style="list-style-type: none"> • 61% parents Learning improved in the 21-22 school year <ul style="list-style-type: none"> • 65% parents 	May 2023 Student and Parent Survey Results (% who agree or strongly agree): Technology to accelerate learning <ul style="list-style-type: none"> • 54% students • 82% parents Learning improved in the 22-23 school year <ul style="list-style-type: none"> • 72% students 	February 2024 Student and Parent Survey Results (%who marked neutral, agree or strongly agree) Technology to accelerate learning <ul style="list-style-type: none"> • 78% students 100% parents	Continue the positive results from existing survey. Have overall % of students who agree and strongly agree at or above 75% for all questions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 69% students 79% parents <p>Safety on campus</p> <ul style="list-style-type: none"> 81% students 96% parents 	<p>Safety on campus</p> <ul style="list-style-type: none"> 65% parents <p>Students were not given this survey this year.</p>	<ul style="list-style-type: none"> 86% parents <p>Safety on campus</p> <ul style="list-style-type: none"> 76% students 91% parents 	<p>Learning improved in the 23-24 school year</p> <ul style="list-style-type: none"> 100% students 100% parents <p>Safety on campus</p> <ul style="list-style-type: none"> 78.2% students 94% parents 	

Goal Analysis

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

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

The 2023-24 school year was the first year that our school has not suffered a major disruption due to COVID restrictions or as a result of the extreme weather conditions that the last winter brought. Our staffing was stable and therefore our state testing, CAASPP, were significantly improved, especially in the math portion of the test. Action 1.1 was implemented as planned for the 23-24 school year. Action 1.1 focused on maintaining a highly qualified and properly credentialed teaching staff and para-educator support to produce the greatest gains in student performance. All teachers were properly credentialed. We increased the number of para-educator staff as well as extended the para-educator workday in an effort to better serve the Special Education and unduplicated populations first. As planned, we increased the FTE of the Education Specialist in an effort to reach unduplicated, Special Education, and other students as identified by ongoing assessment data including CBM and CAASPP, and classroom-based assessments and observations. Action 1.1 also focused on access to curriculum for all students. As planned and implemented, all students received materials needed for success and had access to the curriculum that is aligned with the Common Core State Standards. In addition to adopted curriculum, ADF implemented the plan to invest in school-wide assessment tools that are used to inform and drive instruction such as CBM. As planned, we continued the Read&Write and Sonday Phonics program subscriptions as targeted support for Special Education and unduplicated populations. While overall, "At grade level" percentages dropped, which is disappointing, we showed a marked increase in both math and ELA during the 2022-23 school year CAASPP scores. Action 1.1, despite outcome, was fully implemented as planned.

Action 1.2 concerning technology was fully implemented according to the plan. ADF established 1:1 Chromebook access for students at school and distant learning in grades TK-8. Instructional staff have been provided upgraded laptop computers, document cameras, classroom printers, and voice enhancement system in each classroom. The school maintained MOUs with qualified technology staff to ensure current and relevant software updates, ongoing cyber safety training for students and staff, and continual updating and maintenance of network functionality. Additionally, technology staff offered tech. support to staff throughout the school year. Chromebook inventory has been continually updated and maintained for effectiveness. Identified students, without the financial the means to access internet, and/or do not the transportation to get to a location that supplies wi-fi have been provided Chromebooks for use at home, as well as hot spots to allow them to access the internet. Action 1.2 was fully implemented as planned.

Action 1.3 was fully implemented according to the plan. When students returned to in-person instruction after online learning, ADF identified a need for targeted intervention for many of our students to accelerate learning upon return to school. As planned, ADF increased teaching and para-educator staff in order to provide targeted intervention and RTi for identified students in grades TK-8. Teacher observations in combination with CAASPP state testing results, and CBM was used for identifying areas of support for student needs. This targeted intervention program was continually monitored and evaluated for success. Student progress and achievement will be ongoing and placements have been flexible and evolving based on data and observation. The RTI program at Alta-Dutch Flat School has been staffed by a credentialed teacher, our kindergarten teacher ,who provides intervention in the afternoon after the kindergartners have gone home. She was able to assess students frequently using CBM and IXL scores in order to identify, address, and remediate student learning deficiencies. Classroom teachers provided frequent feedback as to which students should be targeted for intervention at any given time. Action 1.3 was fully implemented as planned.

Action 1.4 focused on staff development. Action 1.4 was only partially implemented as planned. ADF is committed to the ongoing learning and professional development of both credentialed and paraprofessional teaching staff. We were able to implement professional learning opportunities as planned in several areas. The instructional staff participated in professional development workshops and activities to develop the knowledge and skills necessary to address the learning challenges of foster youth, low-income, and students with active IEP and 504 plans. Teachers received more professional development than in prior years. A particular focus of this year has been on educating our staff on the new research around The Science of Reading so that they may use those strategies in reaching students during early literacy development. Staff were also trained on the Sonday system of phonic instruction. We planned to offer learning opportunities for ongoing opportunities for integrating technology into the classroom in a way that enhances and improves the content being delivered and the effectiveness of teaching strategies, but this action was not fully implemented due to lack of substitutes as well as lack of learning opportunities offered near our site. Because of where we are located, in rural Placer County, some professional development offerings are further than our staff is able to travel due to other personal commitments. ADF looks for online professional development opportunities as a way to overcome this barrier.

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.

The primary difference between Budgeted and Actual Expenditures in Goal 1 was based on projected versus actual staffing costs. Action 1.1 increased due to budgeted salary projections. ADFSD anticipated hiring two new teachers at average salary rates. Actual staffing costs were lower than anticipated due to newly hired teachers being new to the profession and carrying fewer years of experience for salary schedule placement. Action 1.2 was lower than anticipated due to District required technology services being far less than anticipated causing a decrease in expense from budget to actuals. Action 1.3 saw a material increase due to ADFSD increasing intervention hours therefore increasing the cost of salaries and benefits related to intervention services. Action 1.4 saw an increase due to the ability to offer staff more professional development opportunities than projected at budget. In years past, due to covid and a struggle to find substitutes, professional development saw a decline. We are elated to have it return in 23.24 and put more funds toward staff development.

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

Student access was the main barrier for implementing the actions during the three-year LCAP cycle, both due to COVID restrictions as well as severe winter weather for two of the three years of the cycle.

Action 1.1: Action 1.1 was effective as demonstrated by an increase in CAASPP scores. The 2022-23 scores show growth in both ELA, and math, but especially math. We attribute this growth to the leave of absence of an experienced math teacher during the 2022-23 school year, accounting for a decrease in CAASPP math scores among all students during that time. The overall math scores improved during the last year of the cycle as a result of the return highly qualified and properly credentialed teaching staff and para-educator support to produce the greatest gains in student performance. Additionally, this action was effective since all students had access to materials needed for success, including piloting a new math program, implementing the Read&Write speech to text computer programs, and school-wide exposure of all students to the Sonday Phonics program.

Action 1.2: Action 1.2 focused on technology and was effective. This effectiveness can be evidenced through the surveys conducted in March of 2021 and in January of 2024. In 2021, 66% of students and 84% of parents agreed that technology was effectively used to accelerate learning. In 2024, 78% of students and 100% of parents agreed with the same question, showing a significant improvement in the use of technology in the classroom. ADF established 1:1 Chromebook access for all students at school and distant learning in grades TK-8. 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, and students with active IEP and 504 plans. Additionally, the school will offer ongoing opportunities for integrating technology into the classroom in a way that enhances and improves the content being delivered and the effectiveness of teaching strategies.

Action 1.3: Action 1.3 addressed the need for an intervention system for our students. It is difficult to gauge if this system was truly effective since we changed the monitoring system after two years. We originally used the MAP metric and changed to CBM in an effort to make data more accessible to both teachers and families. In analyzing MAP data for two years, 2020-2021 and 2021-2022, students showed a moderate increase in data scores. The same moderate increase can be seen in the difference between 2022-23 CBM data scores and 2023-

24. However, CAASPP scores increased slightly in ELA, and more significantly in math between the 2022-23 and 2023-24 school years. Again, we have a small student population which makes disaggregating the data challenging without compromising confidentiality. In 2023-24, in ELA, our SED students were 68.2 points below standard, a decline of 5.6 points. Our students with disabilities were 89.5 points below standard, which was an increase of 30.8 points. In math, our SED students were 73.2 points below standard, an increase of 9.7 points. Our students with disabilities were 104.2 points below standard, an increase in 44.4 points. While there was one decline in those four metrics, overall there was demonstrable growth, showing that our interventions were at least partially effective. ADF increased teaching and para-educator staff in order to provide targeted intervention and Rtl for identified students in grades TK-8. We dedicated a fully credentialed teacher, our kindergarten teacher, to implementing the Rtl program in the afternoons, after kindergarten dismissal. Additionally, we increased our special education instructor to a full-time, 1FTE, position.

Action 1.4: Action 1.4 addressed staff development to improve student outcomes. This action was partially effective. ADF is committed to the ongoing learning and professional development of credentialed teaching staff. This effectiveness of this action can be evidenced through the surveys conducted in March of 2021 and in January of 2024. In 2021, 69% of students and 79% of parents agreed that learning improved in the school year. In 2023, 100% of students and 100% of parents agreed with the same question, showing a significant improvement in the perception of instruction and student learning in the classroom. Overall, however, Goal 1.4 was only partially met. There were no substitutes available for release time and there was difficulty covering classes for high need personnel issues. It is difficult to assess effectiveness since actions were not fully implemented and that effectiveness will be assessed with full implementation next school year.

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

When developing our 2025-2027 LCAP, we have created a broad goal to ensure student success. As such, Action 1.1 will be continued with the new LCAP cycle under action 1.1 targeting academic achievement. Action 1.1 focused on maintaining a highly qualified and properly credentialed teaching staff and para-educator support to produce the greatest gains in student performance. All teachers were properly credentialed. We increased the number of para-educator staff as well as extended the para-educator workday in an effort to better serve the Special Education and unduplicated populations first. As planned, we increased the FTE of the Education Specialist in an effort to reach unduplicated, Special Education, and other students as identified by ongoing assessment data including CBM and CAASPP, and classroom-based assessments and observations. Action 1.1 also focused on access to curriculum for all students. As we plan for the 2024-25 school year, we will continue to ensure that all students receive materials needed for success and have access to the adopted curriculum that is aligned with the Common Core State Standards. The schoolwide phonics program, including Sonday, perhaps making even more curriculum accessible digitally to allow for even greater student access. We will pilot and adopt new science curriculum as well so that students have access to current NGSS science standards, as adopted by CDE. As planned and implemented, In addition to adopted curriculum, ADF implemented the plan to invest in school-wide assessment tools that are used to inform and drive instruction such as CBM. As planned, we continued the Read&Write and Sonday Phonics program subscriptions as targeted support for Special Education and unduplicated populations. While overall, "At grade level" percentages dropped, which is disappointing, we showed a marked increase in both math and ELA during the 2022-23 school year CAASPP scores. Action 1.1, despite outcome, was fully implemented as planned. Another metric we will

introduce will be to survey our outgoing eighth grade students when they are in tenth grade to determine if they have a 2.0 grade point average or better. We want to monitor whether are students are leaving ADF truly prepared for success in high school.

There will be no changes to Action 1.2 concerning technology since it was fully and effectively implemented according to the plan. ADF established 1:1 Chromebook access for students at school and distant learning in grades TK-8. We will continue to maintain and service the Chromebooks to ensure that they are in good working order for all of our students to be able to access in the classroom. Instructional staff have been provided upgraded laptop computers, document cameras, classroom printers, and voice enhancement system in each classroom. We will maintain MOUs with qualified technology staff to ensure current and relevant software updates, ongoing cyber safety training for students and staff, and continual updating and maintenance of network functionality. Additionally, technology staff offered technology support to staff throughout the school year. Chromebook inventory has been continually updated and maintained for effectiveness. Identified students, without the financial means to access internet, and/or do not have the transportation to get to a location that supplies wi-fi have been provided Chromebooks for use at home, as well as hot spots to allow them to access the internet. Our metric will remain the same as well, since we will continue to ask a technology question on our annual parent and student surveys. Action 1.2 was fully implemented as planned and we anticipate maintaining this action with no changes. Since this goal was fully implemented, we will not include this action for the coming 2024-25 school year.

Action 1.3 was fully implemented according to the plan. We will continue to staff our intervention program with our kindergarten teacher, having her focus on intervention in the afternoon after kindergarten dismissal. As planned, ADF increased teaching and para-educator staff in order to provide targeted intervention and RTI for identified students in grades TK-8. Our metrics will also remain consistent with teacher observations in combination with CAASPP state testing results, and CBM scores for identifying areas of support for student needs. Again, due to the small size of our student population, these are effective metrics to gather effective data. This targeted intervention program was continually monitored and evaluated for success. Student progress and achievement will be ongoing and placements have been flexible and evolving based on data and observation. We have concluded that MAP is not the proper assessment tool for the district and have implemented CBM and IXL, which we think will be more effective monitoring tools for our student population. Ongoing assessment is key to meeting this goal. The intervention teacher was able to assess students frequently using CBM and IXL scores in order to identify, address, and remediate student learning deficiencies. We have increased our paraprofessional support during the 24-25 school year, increasing one position to a .8FTE and our ELOP provider to a 1FTE position. Both of these positions will be solely focused on intervention for our SED and students with disabilities. Classroom teachers provided frequent feedback as to which students should be targeted for intervention at any given time. Action 1.3 was fully implemented as planned. This action will remain a part of our goal for the 2024-25 school year, and we are including it as part of a new action 1.1 which targets academic achievement.

Action 1.4 focused on staff development. Action 1.4 was only partially implemented as planned. ADF is committed to the ongoing learning and professional development of both credentialed and paraprofessional teaching staff. We were able to implement professional learning opportunities as planned in several areas. The instructional staff participated in professional development workshops and activities to develop the knowledge and skills necessary to address the learning challenges of foster youth, low-income, and students with active IEP and 504 plans. Teachers received more professional development than in prior years. A particular focus of this year has been on educating our staff on the new research around The Science of Reading so that they may use those strategies in reaching students during early literacy development. Staff were also trained on the Sonday system of phonic instruction. We planned to offer learning opportunities for ongoing opportunities for integrating technology into the classroom in a way that enhances and improves the content being delivered and the

effectiveness of teaching strategies, but this action was not fully implemented due to lack of substitutes as well as lack of learning opportunities offered near our site. Because of where we are located, in rural Placer County, some professional development offerings are further than our staff is able to travel due to other personal commitments. ADF looks for online professional development opportunities as a way to overcome this barrier.

For action 1.4, we will continue to engage in staff development opportunities, specifically targeted to the Science of Reading. Since the removal of many COVID restrictions, we have a deeper substitute pool than we have had in prior years which will allow our staff to attend staff development opportunities. With the increased access to staff development through virtual training, our staff will be able to attend staff development sessions remotely, either with the use of a substitute or on non-pupil attendance days when we do not need subs. Additionally, we will add a teacher survey as another metric about staff development with the intention that all teachers will receive staff development opportunities which more closely align with their professional goals and objectives, as well as the goals and needs of the district. All staff, both certificated and classified, will be offered professional learning opportunities. With the barrier of our rural and isolated location, ADF will offer virtual training as a way to support staff in attending professional learning opportunities. The district plans to embed student achievement, technology, and staff development into a broad goal for the 2024-2027 LCAP cycle. Specifically, staff development will remain part of action 1.1 as a method to retain highly qualified and properly credentialed teachers.

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.

Goals and Actions

Goal

Goal #	Description
2	Climate--ADF will harbor a positive learning environment that increases engagement and promotes equity and connectivity for all students, staff, and community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Discipline data from PBIS and the California Dashboard School Climate and Conditions. Teacher Professional Development for Responsive Classroom training.	<p>Ongoing monthly LEA data that identifies PBIS behavior strategies such as tiered interventions, green slips earned, time out of class during the day for disciplinary actions, and 3B cards awarded for positive recognition.</p> <p>20-21 PBIS monthly data shows:</p> <ul style="list-style-type: none"> • average of 14 green slips. • average of 17 supervised out of class interventions for Minor and Major Problem Behavior incidents. 	<p>21-22 PBIS monthly data shows:</p> <ul style="list-style-type: none"> • average 5 green slips • average of 17 supervised out of class interventions for Minor and Major Problem Behavior incidents. • average of 60+ 3B cards awarded for behavior recognition, in the main 3 areas, but also a monthly focus area. <p>2020 Dashboard</p>	<p>22-23 PBIS monthly data shows:</p> <ul style="list-style-type: none"> • average 3 green slips • average of 10 supervised out of class interventions for Minor and Major Problem Behavior incidents. • average of 60+ 3B cards awarded for behavior recognition, in the main 3 areas, but also a monthly focus area. <p>2022 Dashboard</p>	<p>23-24 PBIS monthly data shows:</p> <ul style="list-style-type: none"> • average 2 green slips • average of 8 supervised out of class interventions for Minor and Major Problem Behavior incidents. • average of 100+ Bear Bucks awarded for behavior recognition, in the main 5 areas, but also a monthly focus area. 	<p>An overall decrease in time out of class for acute disciplinary issues and a reduction in the need for PBIS green slips by 50%. Increase the number of Bear Bucks positive recognition cards given to students monthly by 25%. Decrease student suspensions to 0%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> average of 60 3B cards awarded for behavior recognition. <p>2019 California School Dashboard data shows 0.8% of students suspended, which is 0.8% decrease from the 2018-19 school year.</p>	shows no students suspended	shows 3.8% of students suspended	2023 Dashboard shows 1.3% of students suspended. None suspended for 2023-24.	
Spring 20-21 Student and Parent Survey	<p>March 20-21 Student and Parent Survey Results (% who agree or strongly agree):</p> <p>Safety on campus</p> <ul style="list-style-type: none"> 81% students 96% parents <p>Discipline being fair and consistent</p> <ul style="list-style-type: none"> 62% students 84% parents <p>Positive behavior recognition</p> <ul style="list-style-type: none"> 69% students 100% parents 	<p>May 21-22 Student and Parent Survey Results (% who agree or strongly agree):</p> <p>Safety on campus</p> <ul style="list-style-type: none"> 65% parents <p>Discipline being fair and consistent</p> <ul style="list-style-type: none"> 32% parents <p>Positive behavior recognition</p> <ul style="list-style-type: none"> 83% parents <p>Students were not included on the survey for this year, but will be included next year.</p>	<p>May 2023 Student and Parent Survey Results (% who agree or strongly agree):</p> <p>Safety on campus</p> <ul style="list-style-type: none"> 76% students 91% parents <p>Discipline being fair and consistent</p> <ul style="list-style-type: none"> 57% students 77% parents <p>Positive behavior recognition</p> <ul style="list-style-type: none"> 71% students 91% parents 	<p>January 2023 Student and Parent Survey Results (% who stated neutral, agree or strongly agree):</p> <p>Safety on campus</p> <ul style="list-style-type: none"> 78% students 94% parents <p>Discipline being fair and consistent</p> <ul style="list-style-type: none"> 65% students 94% parents <p>Positive behavior recognition</p> <ul style="list-style-type: none"> 82% students 100% parent 	An average of 90% of students and parents will be neutral, agree or strongly agree to all related questions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism from California Dashboard.	2019 California Schools Dashboard data shows a 3.7% chronic absenteeism rate.	August 2020-21 Chronic absenteeism rate increased to 18.80% Students With Disabilities 9.10% Hispanic or Latino 7.70% *The data reflects the inclusion of the statewide physical school closures that occurred in March 2020 due to the COVID-19 pandemic.	2022 School Dashboard data shows absenteeism rate increased to 44.1% overall Students With Disabilities N/A Hispanic or Latino N/A Socioeconomically Disadvantaged 45.5%	2023 School Dashboard data shows absenteeism rate decreased to 41.2% overall. Chronic absenteeism rates for SED students decreased by 2.2% to 46.7% overall. Chronic absenteeism rates for students with disabilities decreased by 10.2% to 35.3%. Chronic absenteeism rates for Hispanic students decreased by 2.2% to 28.6%.	Decrease the number of students who are chronically absent to no more than 10% a year.

Goal Analysis

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

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

COVID lead to disruption on in may areas of the school. Mask wearing and non-mask wearing caused families and students to feel unsafe. Absenteeism also increased due to quarantine as well as extreme weather conditions during the last winter. During the 2023-24 school, we introduced a new communication system to our campus, Parent Square. Administration and teachers used this system to communicate weekly, and in some cases, daily, with families about activities at school, grades, concerns in the classroom. Additionally, administration was visible to parents on campus before and after school, and additionally to students during snack break and lunch recess, as well as planned daily classroom visits.

Action 2.1 was partially implemented. ADF focused on prioritizing 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, and students with active IEP and 504 plans. ADF provided opportunities for staff to participate in PBIS professional development courses, bringing the trainer to our campus on several occasions, thus overcoming the barrier of location. Courses offered by Placer County Office of Education, Sacramento County Office of Education, and other sources were utilized. ADF staff was specifically trained on implementing PBIS strategies for students with active IEP and 504 plans. Out of classroom teacher support was provided by administration and qualified substitute teachers with additional support in the classroom provided by para-educators. Action 2.1 was partially met by the continued focus on PBIS, as well as the SEL and professional development occurring for select teachers throughout the year. We only partially implemented this action due to lack of available substitutes, as well as location and timing of SEL training opportunities available.

Action 2.2 was fully implemented. ADF increased the communication and feedback opportunities with families in order to build stronger relationships between school, home, and community. This increased collaboration positively affected school culture and climate, as well as student achievement and social-emotional support. We fully implemented a new communication system, Parent Square, to update all families about campus initiatives and activities. Through continued and expanded use of Parent Square, administering surveys, formulation of engagement groups, open door policy to administration, and additional student/family/teacher conferences for the unduplicated student and other identified students. . Additionally, the school offered the services of a school counselor one and a half day per week since we shared the cost of the counselor under an MOU with Colfax Elementary School. Overall ADA was a main discussion point for the year with bi-monthly staff meetings focused on attendance, as well as attendance as a major focus for PBIS and recognition at our monthly assemblies.

Action 2.3 Action 2.3 was met with a very strong focus on daily attendance and on chronic absenteeism. ADF 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 included daily targeted and personal contact with 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 was provided by access to counseling on campus. Priority was given to unduplicated and Special Education student populations who have been identified with absenteeism trends through attendance software.

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.

Action 2.1 saw an increase due to the ability to offer staff more professional development opportunities than projected at budget. In years past, due to the combined obstacles of Covid and difficulty to find substitutes, professional development saw a decline. We are elated to have PD return in 23.24 and put more funds toward staff development and continued learning.

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

The action plan was an effective plan that was interrupted by the imposition of COVID related issues. Student access was the main issue in completing the actions during the three-year LCAP cycle, both due to COVID restrictions as well as severe winter weather for two of the three years of the cycle.

Action 2.1: ADF focused on prioritizing 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, and students with active IEP and 504 plans. We were much more effective instituting PBIS training, with the support of our county office of education, than for SEL or trauma-informed teaching practice staff development. All staff was trained in PBIS Tier 1 strategies and those strategies were implemented with 78% fidelity. ADF provided opportunities for staff to participate in PBIS professional development courses, bringing the trainer to our campus on several occasions, thus overcoming the barrier of location. Courses offered by Placer County Office of Education, Sacramento County Office of Education, and other sources were utilized. ADF staff was specifically trained on implementing PBIS strategies for students with active IEP and 504 plans. Out of classroom teacher support was provided by administration and qualified substitute teachers with additional support in the classroom provided by para-educators. Action 2.1 was effective as proven by the metric of Student and Parent surveys conducted in March of 2010 and in January of 2024. In 2021, 69% of students and 100% of parents agreed that students were recognized for positive behavior choices. In 2024, 82% of students and 100% of parents agreed with the same question, demonstrating that students felt that they were being recognized for their positive behavior choices, thus supporting the continued focus on PBIS. Another metric which demonstrates effective progress toward goals is out of classroom, office referrals. Over the scope of the three-year LCAP cycle, time out of class declined from 14 detention slips and 17 out of class interventions for minor and major behavior problem incidents to only two detention slips and eight out of class interventions for minor and major behavior problem incidents.

Another major area of focus was our suspension rate, which greatly improved over the three-year LCAP cycle. According to the California School Dashboard, in 2022-23, our suspension rate declined 3.4% to 1.3%. Our suspension rate for students with disabilities declined 4.5% to 0%. Hispanic student rate maintained at 0%.

Action 2.2: Action 2.2 effective based on an increase in communication to a weekly update and frequent Parent Square communication from both administration and certificated staff. We fully implemented a new communication system, Parent Square, to update all families about campus initiatives and activities. ADF increased the communication and feedback opportunities with families in order to build stronger relationships between school, home, and community. Parent attendance at our monthly assemblies greatly improved with a targeted approach of inviting parents of students who were being recognized. This targeted approach whereby teachers specifically and systematically invited parents is supported by the metric of Parent Surveys with a 100% agreement that students are recognized for positive behavior choices. The attendance rate for Open House in May, 2024, was 90%. The fundraiser dinner that evening raised more money than in any other year due to the high attendance rate and increase in positive school climate and culture. The community was very aware of communications and actions by the school based on this dramatic increase to school activities. Our Parents' Club is active on campus and holds an event every month to bring together the school community of parents, students, staff, and outside community members. Administration regularly attends the monthly Parents' Club meetings where there is a dedicated time to discuss goals for the school. We also had multiple school activities at the end of the year and no parents reported they were unaware of the activities. We convened a Parents Advisory Committee this year which met twice during the school year and had a representative from one of our families with a special

education student, as well as a parent representing socioeconomically disadvantaged students. These targeted actions aimed at improving communication were effective in making progress toward the goal during the three-year LCAP cycle.

Action 2.3: Action 2.3 targeted attendance rates and chronic absenteeism. Schoolwide attendance was a major focus of this three-year cycle. The metrics, according to the California Dashboard, show our actions as only moderately effective. According to the Dashboard, in 2019, the baseline year, our chronic absenteeism rate was 3.7%. That number was greatly inflated as a result of the pandemic. In 2022, the California School Dashboard shows ADF's chronic absenteeism rate increased to 44.1% overall. Students With Disabilities and Hispanic students were populations with too small a number to survey without compromising confidentiality. Socioeconomically Disadvantaged students had a chronic absenteeism rate of 45.5%. In 2023, our chronic absenteeism rate improved, but only by a small margin. While we did not have the restrictions of the pandemic to impact student attendance, we did have record snowfall throughout the winter that year which had a major impact on students' abilities to attend school. Indeed, ADF had eight snow days during that academic year and had to apply for a J-13 waiver from the state of California. 2023 School Dashboard data shows absenteeism rate decreased to 41.2% overall. Chronic absenteeism rates for SED students decreased by 2.2% to 46.7% overall. Chronic absenteeism rates for students with disabilities decreased by 10.2% to 35.3%. Chronic absenteeism rates for Hispanic students decreased by 2.2% to 28.6%. ADF 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 will include 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 was 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. Most importantly, our weather improved which allowed school to be in session and students to attend.

We were designated to receive Differentiated Assistance support through Placer County Office of Education for suspension and attendance rates. In going through that process, we instituted a multi-tier level of support for students with chronic absenteeism that involves administration, teachers, and office staff.

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

When developing our 2025-2027 LCAP, we have created a broad goal to ensure student success. As such, Action 2.1, 2.2, and 2.3 will be continued with the new LCAP cycle under action 1.2 targeting school culture and climate.

Action 2.1 ADF will continue to 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, and students with active IEP and 504 plans. 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 para-educators. We will add the metric of an annual TFI, with a goal of 90% for Tier 1 interventions. Additionally, ADF will

continue to seek out virtual staff development opportunities in order to overcome the barrier of location and time and distance of travel in an effort to make training more accessible for staff.

Action 2.2 ADF will increase the communication and feedback opportunities with families in order to build stronger relationships between school, home, and community. This increased collaboration will positively affect student achievement and social-emotional support. Through continued and expanded use of School Messenger, administering surveys, formulation of engagement groups, open door policy to administration, and additional student/family/teacher conferences for the unduplicated student and other identified students. continued and expanded use of Parent Square, administering surveys, formulation of engagement groups, open door policy to administration, and additional student/family/teacher conferences for the unduplicated student and other identified students. Through continued and expanded use of Parent Square, administering surveys, formulation of engagement groups, open door policy to administration, and additional student/family/teacher conferences for the unduplicated student and other identified students.

Action 2.3 ADF will continue to improve our existing and recently-implemented 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 will include daily personal and targeted 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. We were designated to receive Differentiated Assistance support through Placer County Office of Education for suspension and attendance rates. We created strong connections with county employees to provide more in-depth services that our families may not have access to due to our remote location with very few existing services in our area. 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. With our 2024-27 LCAP cycle, we have agreed on a broad goal which encompasses students academic and social-emotional learning. A new metric will be introduced to monitor attendance rates with our counselor with the goal that at least 50% of our students will have accessed the school through individual, group, or classroom visits or group visits. Our expulsion rate was 0% for all three-years of this LCAP cycle and we will maintain that 0%. We will continue monitoring the metric of suspensions, with the updated goal for 2025-2027 of maintaining a 0% suspension rate.

Reflecting on the metrics and outcomes of the last LCAP cycle, it is clear that PBIS needs to be continued as well as a continued focus on daily attendance and chronic absenteeism. We will train our staff and implement Tier 2 PBIS strategies in hopes of assisting students who may need more help regulating their behavior. Staff will also receive staff development in the areas of SEL, specifically trauma-informed teaching practices. Using Parent Square was a highly effective system for reaching our families that we will continue and will use to even better ends in the coming years.

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.

Goals and Actions

Goal

Goal #	Description
3	Facilities--Maintain and improve all facilities towards a safe, operational, and secure school learning environment. Implement projects that will keep the school operational and functioning daily.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Report (Facilities Inspection Toolkit).	2021 SARC Report has an overall "Good" rating for School Facility Repairs Status with 6 of 8 categories with ratings of "Good" and 2 categories with ratings of "Fair".	The current FIT Report has an overall rating of "Good". However the interior, and exterior categories are rated fair, due to some replacements and repairs needed. The recent storm also caused some damage to some areas. The structural area is rated as poor due to needing some structural damage that needs attention. All projects are on a prioritized list, and ADFS is currently working with a team to get these issues fixed in a timely and cost effective manner.	The current FIT Report has an overall rating of "Good". However the interior, and exterior categories are rated fair, due to some replacements and repairs needed. Two portable classrooms were unable to be repaired due to the weather. The structural area is rated as poor due to needing some structural damage that needs attention. HVAC was a focus for the year, but we were unable to implement a repair due to the weather.	The current FIT Report has an overall rating of "Good". However the interior, and exterior categories are rated fair, due to some replacements and repairs needed. Two portable classrooms were unable to be repaired but we are in the process of securing repairs or demolition. The structural area is rated as poor due to needing some structural damage that needs attention. HVAC continues to be a focus for the year with the bid process beginning and planning on being	Maintain an overall "Good" rating on the FIT report. By 2023–24 ADF aims to have a "Good" rating in each of the 8 facility repair status categories.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				committed by June, 2024.	

Goal Analysis

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

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

This goal was met by the completion of all actions, even with challenging personnel issues.

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.

Action 3.1 expenditures were slightly lower due to needing less technical maintenance on campus security cameras and security system than anticipated at budget.

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

The campus has a positive atmosphere, but needs the items listed and the personnel to do them. Actions 3.1, 3.2, and 3.3 are highly effective as evidenced by the "good" rating on the FIT. Action 3.4 was also effective based on Anecdotal data and increased daily contact with paraprofessionals.

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

Goal 3 will now be moved to Goal 1 since our LCAP will now only have one goal to encompass all actions and metrics in the previous LCAP. We will continue using the FIT as a metric to gauge how well we are maintaining our facilities. Since we are an older school, there are many deferred maintenance issues which occur regularly and need to be assessed and addressed every year. As we have seen in prior years, weather plays a huge impact on our school site and has the potential to wreak havoc on our materials. A large HVAC bid and system will be implemented during the 2024-25 school year. Additionally, we have significant damage to the portables on campus that needs to be addressed. Finally, our kindergarten play structure is outdated and will be assessed for possible upgrade or replacement.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "Measuring and Reporting Results" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

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

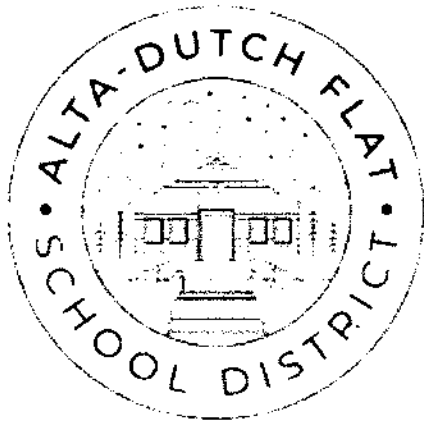
- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education

November 2023



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 [2024-25]

General Information

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

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 90 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, and no students qualify as foster youth or English language learners for the 2023-24 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 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, 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 84% white and approximately 23% free and reduced, there isn'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 scores show a significant increase, specifically in the area of math. During the 2021-22 school year, we experienced a disruption in our staffing with the teacher who teaches math to grades fourth through eighth being on leave for a significant portion of the year. However, in the 2022-23 school year, our staffing was much more stable and, as a result, we saw our math scores double from 16% to 33%. While math scores continue to remain a focus, we saw this as a positive trend. Using this data, classroom work completion, and the additional data from interim assessments, the teachers were able to create specific interventions that were unique to each student. Our low-income students continue having services integrated within the general education classrooms because of small numbers in each grade level and wishing not to identify these students or make them feel different, which has positive impact on the student body as a whole. There were no English Learners or foster youth students enrolled in our district for 2022-23, therefore, performance or progress data is not available.

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. The winter of 2022 experienced an unprecedented amount of snowfall. For many of our families and staff, even traveling to school was difficult, hazardous, or impossible. Despite this impediment for several months of the school year, our chronic absenteeism rate dropped from 44% to 41%. 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.

PCOE also provided support in the area of school culture, in an effort to improve our suspension rates. The entire staff was trained in PBIS strategies which were implemented throughout the following year. As a result, our suspension rate declined to 1%, down 2.8%. Our school was exited from Differentiated Assistance in 2023. To reiterate, while the data is important for us to analyze as we move forward, it is difficult to process (both positive and negative data) because of the size of our student population.

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
	convened a Parents Advisory Committee this year which will meet quarterly and 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. A survey given to parents in February 2024, garnered feedback on school academics, climate, and facilities. The survey represented responses from students in grades 3-8 and we received over 30 responses, which represented almost all the family groups at the school. 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 June 12, 2024 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, increase staffing, 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 responsibility 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 benchmarking 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	<p>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.</p> <p>Students with Disabilities: ELA-- 89.5 points below standard Math--104.2 points below standard</p> <p>Socioeconomically disadvantaged students: ELA--68.2 points below standard Math--73.2 points below standard</p>			<p>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.</p> <p>ELA--22.1 points below standard Math--33.7 points below standard</p> <p>SWD: ELA--59.5 points below standard Math--74.2 points below standard</p> <p>SED Students: ELA--38.2 points below standard Math--43.2 points below standard</p>	

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% , Math 84% Grade 3 ELA 100% , Math 55% Grade 4 ELA 75% , Math 50%			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%	
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 <ul style="list-style-type: none"> • 78% students • 100% parents Learning improved in the 20-21 school year <ul style="list-style-type: none"> • 100% students • 100% parents Safety on campus <ul style="list-style-type: none"> • 78% students • 94% parents 			February 2027 Student and Parent Survey Targets (% who agree or strongly agree): Technology to accelerate learning <ul style="list-style-type: none"> • 90% students • 95% parents Learning improved in the 26-27 school year <ul style="list-style-type: none"> • 90% students • 95% parents 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Discipline being fair and consistent <ul style="list-style-type: none"> • 65% students • 94% parents Positive behavior recognition <ul style="list-style-type: none"> • 82% students • 100% parents 			Safety on campus <ul style="list-style-type: none"> • 90% students • 95% parents Discipline being fair and consistent <ul style="list-style-type: none"> • 90% students • 95% parents Positive behavior recognition <ul style="list-style-type: none"> • 90% students • 100% parents 	
1.4	Discipline data from PBIS annual TFI and the California Dashboard School Climate and Conditions.	Ongoing monthly LEA data that identifies 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. 22-23 PBIS monthly data shows:			26-27 PBIS monthly data shows: <ul style="list-style-type: none"> • average of 2 office referral slips. • average of 4 supervised office visits/out of class interventions for 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • 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. <p>May 2024 TFI Score of 78% for Tier 1</p>			<p>Minor and Major Problem Behavior incidents .</p> <ul style="list-style-type: none"> • average of 200 Bear Bucks cards awarded for behavior recognition. <p>Increase TFI Score for Tier 1 to 90%</p>	
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 2027 California School Dashboard data will show 0% of students suspended.	
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 Chronic Absenteeism rate will drop to 10%, a decline of 31% over the three-year life cycle of this LCAP.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference 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 ratings of "Good" and 2 categories with ratings of "Fair".			With the replacing of the entire HVAC system, as well as other maintenance needs, ADF will maintain an overall "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			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.	
1.9	Number/percentage of correctly assigned teachers	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.	
1.10	Number of students without access to their own copies of standards-aligned instructional	All students have access to their own copies of standards-aligned instructional			All students will have access to their own copies of standards-aligned instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	materials at home and at school Attendance records for school counselor visits	materials at home and at school. 10% of our students have accessed the school counselor through individual visits.			materials at home and at school. 50% of our students will have accessed the school counselor through individual, group or classroom visits or group visits	
1.12	Expulsion Rate from CDE's DataQuest	The expulsion rate for ADF was 0% during the 2023-24 school year.			Expulsion rate to remain at 0%.	
1.13	Middle School Drop out Rate and Middle School Graduation Rate	For the 203-24 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.			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.	
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 of 90% or better at all schoolwide functions, including Back to School Night, Open House, monthly assemblies, Parent-Teacher Conferences.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement	<p>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 will increase 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 add a Special Day Class designation for our Special Education population and increase the time on campus of the Education Specialist in an effort to reach unduplicated, Special Education, and other students as identified by ongoing assessment data including CBM, IXL, and classroom-based assessments and observations.</p> <p>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</p>	\$70,318.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>ADF will increase the paraeducator staff 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.</p> <p>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.</p> <p>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 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.</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	School Culture and Climate	<p>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.</p> <p>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.</p> <p>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.</p> <p>ADF started to implement 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</p>	\$58,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	<p>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 have started utilizing 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.</p>	\$16,011.00	Yes
1.4	Facilities Improvement and Maintenance	<p>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 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.</p> <p>ADF will invest in continued facility care. Carpet cleaning and replacement, fire extinguishers certification, ongoing maintenance and facilities repairs,</p>	\$25,931.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>equipment and tool repairs and upgrades, playground and building upkeep will be prioritized. 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.</p> <p>ADF will maintain qualified custodial and maintenance personnel in an effort to provide a clean, safe, and welcoming learning environment for students and staff.</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$41,481	\$

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
3.225%	0.000%	\$0.00	3.225%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Achievement</p> <p>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 68 points below standard in ELA and 73 points below standard for math. This is a significant difference between the</p>	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
	<p>school average of 37 points below standard in ELA and 48 points below standard for math. There is no disaggregated data available for the lower grades (kindergarten through second grade) from CBM or IXL.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	
1.2	<p>Action: School Culture and Climate</p>	<p>After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that the social-emotional needs are higher</p>	<p>Counseling attendance records; PBIS data; Chronic Absenteeism</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: 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 was high at 41.6% for white students and a rate of 46.7% Social-economically disadvantaged students. Students with disabilities and Hispanic/Latino students had a lower rate of 28.6%. Students with disabilities had a chronic absenteeism rate of 35.3%.</p> <p>Scope: LEA-wide</p>	<p>than the rate for all students. This was done 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.</p> <p>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 train staff in Tier 2 PBIS strategies in order to meet the needs of students who have more severe behavior or academic needs.</p> <p>Chronic absenteeism remains significantly high with our unduplicated student population with our low income students with the highest chronic absenteeism rate of 46%, compared to the overall school average of 42%. 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</p>	<p>rates; Parent and student surveys; Suspension rates; graduation rates; expulsion rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Parent and Community Involvement</p> <p>Need: Students can be successful in school if parents and the school are working together as a team. Parents need to believe that they are a part of the school community and that their input is valuable want to come to school.</p> <p>Scope: LEA-wide</p>	<p>from the 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.</p> <p>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.</p> <p>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 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</p>	<p>Parent attendance records at school events; PBIS data; Chronic Absenteeism rates; Parent and student surveys; Suspension rates; graduation rates; expulsion rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,286,081	41,481	3.225%	0.000%	3.225%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$160,578.00	\$4,912.00	\$0.00	\$4,961.00	\$170,451.00	\$136,327.00	\$34,124.00

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		\$50,821.00	\$19,697.00	\$60,445.00	\$4,912.00	\$0.00	\$4,961.00	\$70,318.00	0%
1	1.2	School Culture and Climate	Low Income	Yes	LEA-wide	Low Income	All Schools		\$54,939.00	\$3,252.00	\$58,191.00	\$0.00	\$0.00	\$0.00	\$58,191.00	0%
1	1.3	Parent and Community Involvement	Low Income	Yes	LEA-wide	Low Income	All Schools		\$16,011.00	\$0.00	\$16,011.00				\$16,011.00	0%
1	1.4	Facilities Improvement and Maintenance	All Students with Disabilities	No					\$14,756.00	\$11,175.00	\$25,931.00	\$0.00	\$0.00	\$0.00	\$25,931.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,286,081	41,481	3.225%	0.000%	3.225%	\$134,647.00	0.000%	10.470 %	Total:	\$134,647.00
								LEA-wide Total:	\$134,647.00
								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	\$60,445.00	0%
1	1.2	School Culture and Climate	Yes	LEA-wide	Low Income	All Schools	\$58,191.00	0%
1	1.3	Parent and Community Involvement	Yes	LEA-wide	Low Income	All Schools	\$16,011.00	0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$516,197.00	\$504,632.00

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	Staffing and Curriculum	Yes	\$179,184.00	\$155,273
1	1.2	Technology	Yes	\$8,400.00	\$5,832
1	1.3	Intervention / RTi	Yes	\$76,176.00	\$94,563
1	1.4	Professional Development	Yes	\$9,065.00	\$12,852
2	2.1	Professional Development	No	\$5,989.00	\$11,152
2	2.2	Family/student communication and participation	Yes	\$105,688.00	\$102,235
2	2.3	Chronic Absenteeism	Yes	\$43,410.00	\$38,690
3	3.1	Campus Security	No	\$6,704.00	\$5,156
3	3.2	Facilities and Maintenance Staffing	No	\$39,406.00	\$40,170
3	3.3	Facility Improvements and Upkeep	No	\$19,252.00	\$16,925
3	3.4	Student to Staff Ratio	Yes	\$22,923.00	\$21,784

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)
--------------------	----------------------	----------------------------	--	--	---

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$55,402	\$351,753.00	\$335,786.00	\$15,967.00	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	Staffing and Curriculum	Yes	\$164,524.00	\$155,273	0%	0%
1	1.2	Technology	Yes	\$8,400.00	\$5,832	0%	0%
1	1.3	Intervention / RTi	Yes	\$7,848.00	\$5,981	0%	0%
1	1.4	Professional Development	Yes	\$9,065.00	\$12,852	0%	0%
2	2.2	Family/student communication and participation	Yes	\$105,688.00	\$102,235	0%	0%
2	2.3	Chronic Absenteeism	Yes	\$41,410.00	\$38,690	0%	0%
3	3.4	Student to Staff Ratio	Yes	\$14,818.00	\$14,923	0%	0%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,275,221	\$55,402	0%	4.345%	\$335,786.00	0.000%	26.332%	\$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.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023