



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Adams Academy - Lincoln

CDS Code: 31-66951-0135871

School Year: 2025-26

LEA contact information:

Troy Henke

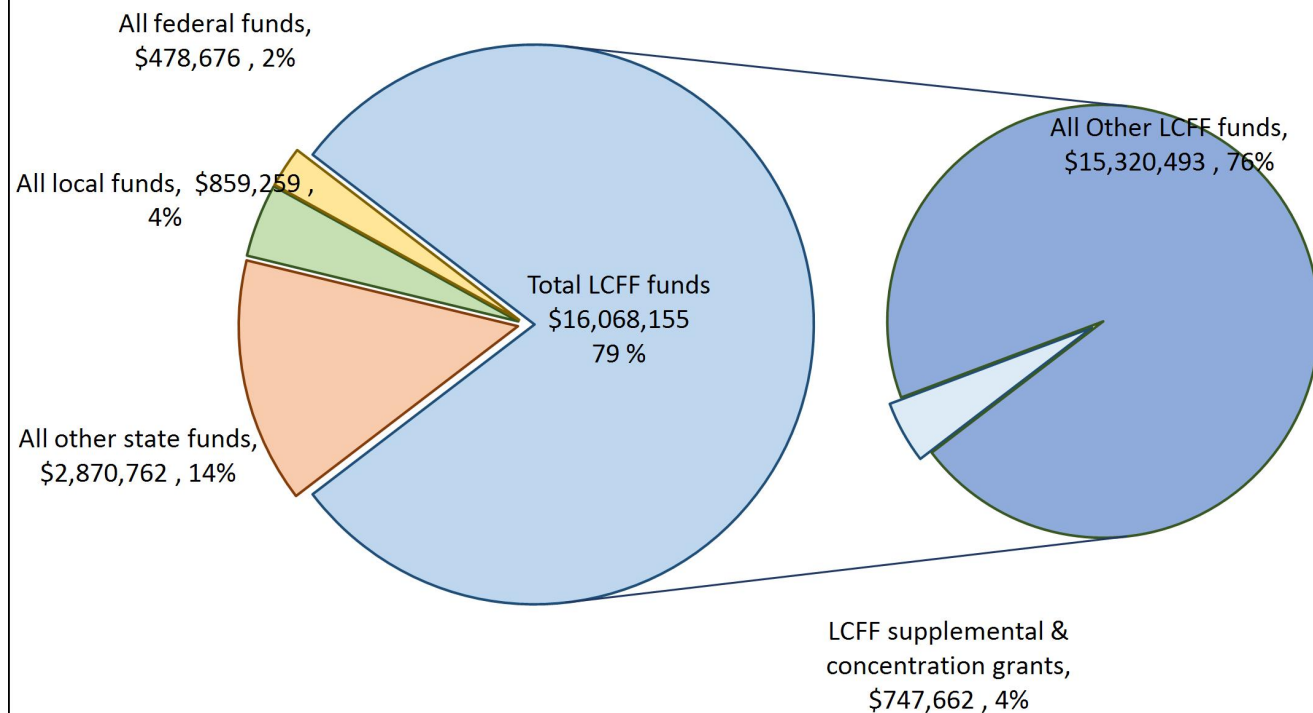
Superintendent

(916) 780-6800

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

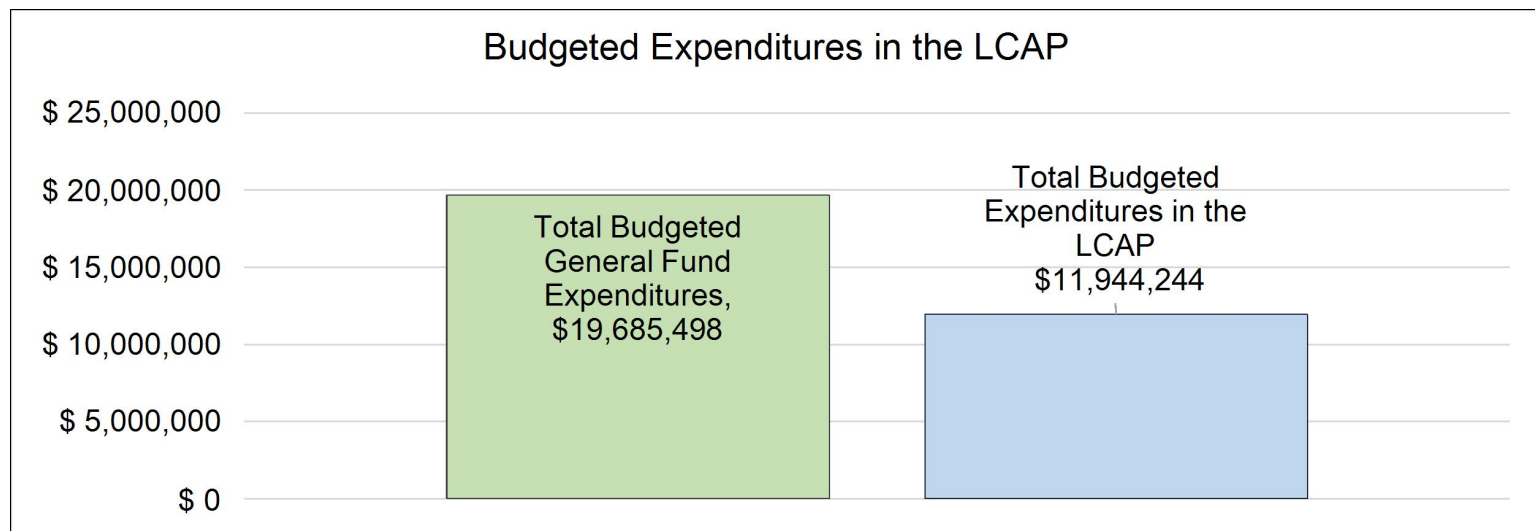


This chart shows the total general purpose revenue John Adams Academy - Lincoln expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Adams Academy - Lincoln is \$20273853, of which \$16068155 is Local Control Funding Formula (LCFF), \$2870762 is other state funds, \$859259 is local funds, and \$478676 is federal funds. Of the \$16068155 in LCFF Funds, \$747662 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 John Adams Academy - Lincoln plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: John Adams Academy - Lincoln plans to spend \$19685498 for the 2025-26 school year. Of that amount, \$11944244 is tied to actions/services in the LCAP and \$7741254 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

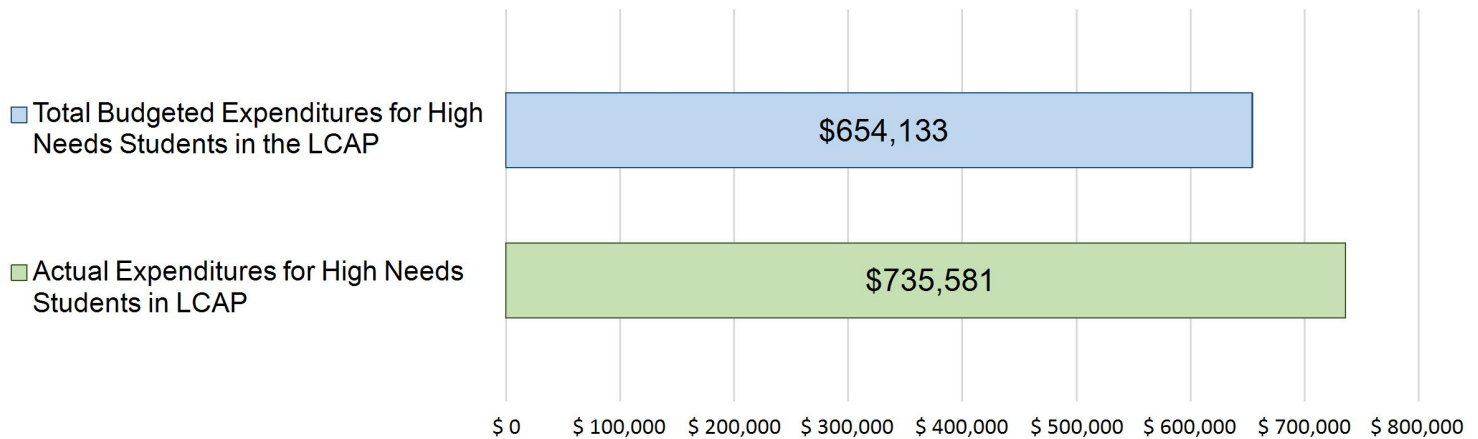
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, John Adams Academy - Lincoln is projecting it will receive \$747662 based on the enrollment of foster youth, English learner, and low-income students. John Adams Academy - Lincoln must describe how it intends to increase or improve services for high needs students in the LCAP. John Adams Academy - Lincoln plans to spend \$824205 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



This chart compares what John Adams Academy - Lincoln budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Adams Academy - Lincoln estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, John Adams Academy - Lincoln's LCAP budgeted \$654133 for planned actions to increase or improve services for high needs students. John Adams Academy - Lincoln actually spent \$735581 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Adams Academy - Lincoln	Troy Henke Superintendent	troy.henke@johnadamsacademy.org (916) 780-6800

Plan Summary [2025-26]

General Information

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

John Adams Academy is a public charter school organization that operates in Northern California, dedicated to restoring America's heritage by developing servant leaders through an American Classical Leadership Education®. The Academy serves scholars in transitional kindergarten through 12th grade, providing a rigorous, principle-based education rooted in classical learning, leadership development, and civic responsibility.

Classic Education

John Adams Academy follows a classical education model, offering a curriculum rich in the liberal arts and sciences. Scholars engage with great works of literature, history, philosophy, and Latin, fostering critical thinking, intellectual curiosity, and a deep understanding of Western civilization and its foundations. The Academy's Socratic dialogue approach encourages scholars to analyze, discuss, and apply timeless principles to modern challenges, preparing them for higher learning and meaningful engagement in society.

Leadership Training

A defining feature of John Adams Academy is its commitment to leadership development. The Academy cultivates servant leaders—individuals who lead by example and uphold the values of freedom, responsibility, and civic duty. Scholars participate in mentorship programs, public speaking opportunities, and leadership-focused coursework, empowering them to act with integrity and contribute positively to their communities.

Patriotic Education

John Adams Academy places a strong emphasis on patriotic education, integrating American history, constitutional studies, and the principles of liberty and self-governance throughout its curriculum. Scholars study the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, fostering an appreciation for America's founding ideals and the responsibilities of citizenship. The Academy's goal is to instill in scholars a love for their country, a deep respect for its founding principles, and a commitment to preserving and promoting liberty.

Moral and Ethical Focus

Character development is at the heart of John Adams Academy's educational philosophy. The Academy promotes a moral and ethical framework based on classical virtues such as honesty, integrity, respect, and responsibility. These principles are woven into the academic curriculum, school culture, and daily interactions, ensuring that scholars develop both intellectual and moral excellence.

TK-12 Education and Flexible Learning Options

John Adams Academy offers a full transitional kindergarten through 12th-grade education, allowing scholars to experience a consistent and continuous academic journey from early learning through high school graduation. This structure fosters long-term relationships between scholars, families, and educators, strengthening scholar engagement and academic success. To accommodate diverse learning needs, John Adams Academy also provides an online learning program, offering flexible education options for scholars who benefit from alternative learning environments. This program ensures that scholars can still access the rigorous, principle-based education of John Adams Academy while learning in a format that best suits their individual needs.

Commitment to Excellence

John Adams Academy seeks to prepare scholars to be thoughtful, informed, and active participants in their communities and beyond. Through its classical curriculum, leadership training, patriotic education, and moral development, the Academy equips scholars with the tools to think critically, lead effectively, and uphold the principles of liberty and virtue. By fostering academic excellence and character development, John Adams Academy remains dedicated to shaping future leaders who will contribute meaningfully to society.

Reflections: Annual Performance

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

John Adams Academy - Lincoln remains committed to continuous improvement, as reflected in our performance on the 2024 California School Dashboard and local data. This reflection highlights our successes, challenges, and the targeted actions we are taking to address the needs of our scholars, particularly scholar groups requiring additional support.

Our Academy demonstrated growth in English Language Arts (ELA), where overall scholar performance improved to 1.1 points above standard, moving from the Yellow to the Green performance level. This progress reflects the effectiveness of our instructional strategies and scholar engagement efforts. Additionally, suspension rates improved, moving into the Green category with a 1.1% decline, and chronic absenteeism saw a 4.3% reduction, indicating successful attendance interventions.

Despite this progress, Mathematics remains an area of concern, with overall performance at 31.4 points below standard, maintaining an Orange performance level. Within this subject area, scholars with disabilities (SWD) experienced the most significant challenges, scoring 128.3 points below standard, placing them in the Red category, with a further 9.6 point decline from the previous year. English Learners (ELs) and socioeconomically disadvantaged scholars (SED) also require additional support, as ELs scored 53.7 points below standard in ELA and 63.9 points below standard in Mathematics, while SED scholars scored 9.7 points below standard in ELA and 40.2 points below standard in Mathematics. These persistent gaps highlight the necessity of targeted interventions for these scholar groups.

Another critical area of concern is English Learner progress, which declined sharply from 87.2% to 62.5%, moving from the Blue to the Orange category. This 24.7% drop indicates a need for enhanced support structures, including increased language development resources and improved reclassification processes. Additionally, college and career readiness remains a challenge, with only 28.6% of scholars meeting A-G requirements, necessitating further academic counseling and support.

Despite these challenges, positive trends are emerging. Teacher retentions improved significantly, rising from 81% to 97.8%, indicating increased stability and continuity in instruction. Additionally, efforts to reduce chronic absenteeism include family engagement initiatives, attendance monitoring systems, and scholar incentives for improved attendance. Furthermore, professional development remains a priority, ensuring that teachers receive training in effective instructional strategies aligned with classical education and state standards.

As we move forward, our Academy remains dedicated to supporting all scholars in achieving academic excellence while fostering a culture of continuous growth and improvement. Through data-driven decision-making and targeted interventions, we aim to close achievement gaps, enhance scholar engagement, and uphold our commitment to developing servant-leaders who thrive in their academic and personal pursuits.

Reflections: Technical Assistance

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

Not applicable to John Adams Academy.

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.

Not applicable to John Adams Academy.

Support for Identified Schools

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

Not applicable to John Adams Academy.

Monitoring and Evaluating Effectiveness

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

Not applicable to John Adams Academy.

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
Teachers	Teachers have played an essential role in the LCAP development process through professional learning communities, staff meetings, and curriculum discussions. Educators provided input on instructional needs, intervention strategies, and scholar achievement data to inform goal-setting. Feedback gathered from teachers helped identify key areas of improvement, particularly in supporting struggling scholars, implementing differentiated instruction, and integrating intervention strategies.
Administrators	Administrators, including Principals and Academic Deans, have been actively engaged in the development and refinement of the LCAP through weekly Admin Academy meetings. These meetings provide a structured forum for reviewing performance data, identifying areas of improvement, and aligning school-site strategies with academy-wide goals. Principals play a key leadership role in setting the direction for their campuses and with developing 100-day plans that directly support LCAP priorities. Academic Deans work closely with teachers to gather feedback, provide instructional coaching, and address their professional development needs. Their role in facilitating teacher collaboration, supporting intervention efforts, and ensuring high-quality instruction has been essential in shaping the strategies outlined in the LCAP. Maintaining close communication with both educators and administrators helps bridge the gap between classroom needs and school-wide initiatives, ensuring that instructional decisions are informed by direct feedback from teachers and scholars.

Educational Partner(s)	Process for Engagement
	<p>2024-2025 Admin Academy meetings held August 28; September 4, 11, 18, 25; October 2, 23, 30; November 13, 20; December 11; January 15, 22, 29; February 5, 12, 24; March 5, 12, 19, 26; April 2, 9, 23, 30; and May 7, 14, 21, 28</p>
Other School Personnel	<p>Other school personnel, including interventionists, instructional aides, and support staff, have contributed valuable insights regarding scholar support needs, intervention effectiveness, and operational challenges. Their perspectives have helped shape decisions on professional development, academic interventions, and scholar wellness initiatives. Input from these stakeholders has also influenced the expansion of scholar support programs and services.</p>
Parents	<p>Parents have been engaged through parent advisory committees supported by our Parent Service Organization (PSO), surveys, town hall meetings, and monthly board meetings. These forums have provided opportunities for families to share their perspectives on school climate, instructional programs, and scholar success. Town hall meetings have been particularly valuable in fostering open dialogue, allowing parents to ask questions, provide feedback, and gain a deeper understanding of the Academy's goals and initiatives. Additionally, our parents regularly attend monthly board meetings, where they openly share their appreciation for programs and initiatives that are working well, as well as constructive feedback on areas for improvement. This consistent engagement ensures that our decision-making process remains transparent and responsive to the needs of our families. Parent input has been instrumental in shaping strategies for improving communication, strengthening family engagement, and enhancing support for English Learners and socioeconomically disadvantaged scholars. By incorporating parent voices into our LCAP planning, we ensure that our priorities align with the needs and concerns of the families we serve.</p> <p>Foundations Expanded Learning Family Focus Groups held on January 1, 2025; January 13, 2025; January 20, 2025; and January 27, 2025.</p>

Educational Partner(s)	Process for Engagement
	<p>Parent Service Organization Board Meetings held on September 23, 2024; November 18, 2024; February 24, 2025; and May 19, 2025.</p> <p>English Learner Advisory Committee Meetings held on September 25, 2024; October 23, 2024; February 26, 2025; and March 26, 2025.</p> <p>John Adams Academy Board Meetings held on July 18, 2024; August 15, 2024; September 12, 2024; October 10, 2024; November 14, 2024; December 12, 2024; January 16, 2025; February 13, 2025; March 13, 2025; April 10, 2025; and May 8, 2025.</p>
Scholars	<p>Scholars have been involved through scholar surveys, leadership groups, and direct feedback sessions, offering their perspectives on academic programs, school culture, and areas for improvement. Scholars have provided insight into their learning experiences, highlighting areas such as classroom engagement, access to resources, and the effectiveness of intervention programs. Their voices have played a critical role in shaping scholar-centered initiatives.</p> <p>Direct feedback sessions were held on September 9, 2024</p>

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

John Adams Academy's Local Control and Accountability Plan (LCAP) is significantly shaped by feedback from various educational partners, including parents, staff, scholars and the community. This collaborative approach ensures that the LCAP reflects the needs and priorities of the entire school community.

The Academy engages educational partners through several mechanisms. These include hosting town hall meetings, conducting surveys, and holding focus group discussions to gather comprehensive input. For instance, feedback collected from these sessions has influenced the development of specific goals and actions within the LCAP. Key areas where input has been impactful include enhancing academic programs, improving student support services, and fostering a positive school climate. For example through the climate survey the majority of professional development requested was approaches to positive behavior and classroom management. Therefore Goal 2 actions 201 and 2.4 have been created in order to address this need.

Moreover, John Adams Academy regularly reviews and discusses the LCAP in public board meetings, providing transparency and additional opportunities for stakeholder input. This iterative process ensures that the plan remains responsive and aligned with the evolving needs of the scholars and the community it serves.

For more detailed information on the LCAP and its development process, you can visit the John Adams Academy websites.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All scholars will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and in Mathematics through our liberal arts model.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

John Adams Academy developed this goal in response to the needs identified through our data analysis and input from educational partners. The scholar population has grown significantly over the past three years. That means the school has both new scholars who are unfamiliar with the Academy's academic model and processes of learning. The additional teachers required by the larger population were also new to the Academy and its program, primarily in the secondary. One impediment to improvement in math scores was difficulty in finding quality math teachers who would stay with the Academy for a few years in order to develop effectively as teachers. Moving forward, it will be a priority to find, train, and retain quality teachers, especially in math, to establish the processes and teams that will enable scholar growth. There is a clear need to continue supporting English Language Arts (ELA) and Mathematics. Through the actions listed below ELA and Mathematics scores will show growth towards meeting or exceeding standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts Indicator (CA Dashboard) CAASPP ELA Proficiency (% of scholars who met or exceeded standard)	2022-23: POINTS FROM STANDARD All: 3.9 pts below (Yellow) SWD: 94.9 pts below (Orange)	2023-24: POINTS FROM STANDARD All: 1.1 pts above (Green) SWD: 89.4 pts below (Orange)		Increase points from standard for all. Increase proficiency by 10% for all.	POINTS FROM STANDARD All: +5.0 pts SWD: +5.5 pts EL: -3.9 pts SED: +18.4 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 49.8 pts below (Orange) SED: 28.1 pts below (Orange) PROFICIENCY PERCENTAGES All: 51.71% SWD: 13.04% EL: 16.13% SED: 45.92%	EL: 53.7 pts below (Orange) SED: 9.7 pts below (Yellow) PROFICIENCY PERCENTAGES All: 53.15% SWD: 12.63% EL: 16.00% SED: 52.09%			PROFICIENCY PERCENTAGES All: +1.44% SWD: -0.41% EL: -0.13% SED: +6.17%
1.2	iReady - Reading (1st-6th)	2023-24: TIER 1 2 3 PLACEMENT All: 56% 29% 14% SWD: 25% 27% 48% EL: 30% 44% 26% SED: 58% 28% 13%	2024-25: TIER 1 2 3 PLACEMENT All: 56% 32% 12% SWD: 20% 32% 48% EL: 32% 32% 35% SED: 49% 37% 14%		Increase Tier 1 by 10% for all scholars and subgroups.	TIER 1 CHANGE All: No Change SWD: -5% EL: +2% SED: -9%
1.3	NWEA MAP Growth Test - Reading (7th-12th)	2023-24: MEDIAN GROWTH PERCENTILE All: 40th (Orange) SWD: 10th (Red) EL: 17th (Red) SED: 42nd (Yellow) MEDIAN ACHIEVEMENT PERCENTILE	2024-25: MEDIAN GROWTH PERCENTILE All: 66th (Green) SWD: 55th (Yellow) EL: 79th (Green) SED: 68th (Green)		Increase percentile for all scholars.	MEDIAN GROWTH PERCENTILE All: +26 SWD: +45 EL: +62 SED: +26 MEDIAN ACHIEVEMENT PERCENTILE All: +9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 55th (Yellow) SWD: 17th (Red) EL: 11th (Red) SED: 56th (Yellow)	MEDIAN ACHIEVEMENT PERCENTILE All: 64th (Green) SWD: 38th (Orange) EL: 28th (Orange) SED: 54th (Yellow)			SWD: +21 EL: +17 SED: -2
1.4	Mathematics Indicator (CA Dashboard) CAASPP Mathematics Proficiency (% of scholars who met or exceeded standard)	2022-23: POINTS FROM STANDARD All: 30.1 pts below (Orange) SWD: 118.7 pts below (Orange) EL: 68.2 pts below (Yellow) SED: 61.1 pts below (Orange) PROFICIENCY PERCENTAGES All: 39.67% SWD: 14.29% EL: 10.00% SED: 29.33%	2023-24: POINTS FROM STANDARD All: 31.4 pts below (Orange) SWD: 128.3 pts below (Red) EL: 63.9 pts below (Yellow) SED: 40.2 pts below (Yellow) PROFICIENCY PERCENTAGES All: 38.39% SWD: 12.63% EL: 12.00% SED: 35.33%		Increase points from standard for all. Increase proficiency by 10% for all.	POINTS FROM STANDARD All: -1.3 pts SWD: -9.6 pts EL: +4.3 pts SED: +20.9 pts PROFICIENCY PERCENTAGE All: -1.28% SWD: -1.66% EL: +2% SED: +6%
1.5	iReady - Mathematics (1st-6th)	2023-24: TIER 1 2 3 PLACEMENT All: 50% 37% 13% SWD: 21% 38% 42% EL: 30% 63% 7% SED: 52% 35% 12%	2024-25: TIER 1 2 3 PLACEMENT All: 51% 40% 9% SWD: 23% 40% 37%		Increase Tier 1 by 10% for all scholars and subgroups.	TIER 1 CHANGE All: +1% SWD: +2% EL: -3% SED: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 27% 50% 23% SED: 49% 41% 10%			
1.6	NWEA MAP Growth Test - Mathematics (7th-12th)	2023-24: MEDIAN GROWTH PERCENTILE All: 54th (Yellow) SWD: 42nd (Yellow) EL: 8th (Red) SED: 48th (Yellow) MEDIAN ACHIEVEMENT PERCENTILE All: 57th (Yellow) SWD: 18th (Red) EL: 33rd (Orange) SED: 52nd (Yellow)	2024-25: MEDIAN GROWTH PERCENTILE All: 55th (Yellow) SWD: 45th (Yellow) EL: 77th (Green) SED: 54th (Yellow) MEDIAN ACHIEVEMENT PERCENTILE All: 54th (Yellow) SWD: 32nd (Orange) EL: 30th (Orange) SED: 52nd (Yellow)		Increase percentile for all scholars.	MEDIAN GROWTH PERCENTILE All: +1 SWD: +3 EL: +69 SED: +6 MEDIAN ACHIEVEMENT PERCENTILE All: -3 SWD: +14 EL: -3 SED: No change
1.7	Percentage of Scholars with successful course completion of AG courses (CA Dashboard)	2023-24: All: 28.6%	2024-25: All: 61.9%		90%	+33.3% (increase desired)
1.8	English Learner Progress Indicator (CA Dashboard) EL Scholars making progress toward English Language proficiency.	2022-23: 87.2% (Blue)	2023-24: 62.5% (Orange)		95%	-24.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English Learner Reclassification Rate	2023-24: ELs: 20% LTELs: 6%	2024-25: ELs: 39.4% LTELs: 10.7%		ELs: 20% LTELs: 10%	ELs: +19.4% LTELs: +4.7% (increase desired)
1.10	Teacher Retention Rate	2023-24: 81%	2024-25: 76%		Increase teacher retention rate to 90%	-5% (Increase desired)
1.11	Lexia Usage Rate	2023-24: Core5 (Grades TK-5): Unavailable PowerUp (Grades 6-12): Unavailable EL Usage: Unavailable	2024-25: Core5 (Grades TK-5): 47.1% PowerUp (Grades 6-12): 4.3% EL Usage: 69.2%		Core 5 (Grades TK-5): 100% PowerUp (Grades 6-12): 50% EL Usage: 100%	N/A

Goal Analysis [2024-25]

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

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

Implementation of Goal 1 at the Lincoln campus largely followed the planned actions with strong fidelity. Significant progress was made in hiring and retaining highly qualified staff, expanding access to classical pedagogy training, and aligning instruction and assessment with state standards and ELD benchmarks. A strong commitment to professional development was evident, with faculty participating in trainings through Hillsdale College, University of Dallas, and the National Symposium for Classical Education.

Classical expectations were reinforced through widespread use of "The Quill," and teacher collaboration increased through PLCs and Weekly Data Study Teams. Summer school offerings were expanded with improved staff-to-scholar ratios, enhancing intervention opportunities.

However, challenges included varying levels of teacher experience with classical pedagogy, necessitating more differentiated professional development and onboarding. While onboarding systems and mentorship for new hires were strong, limited staffing delayed full implementation of a schoolwide Multi-Tiered System of Supports (MTSS). Additionally, the existing student information system (SIS) presented barriers to efficient data analysis and intervention tracking. Adoption of a new SIS was initiated to address these limitations. Growing demands on intervention staff and case managers also highlighted the need for increased support for English Learners (ELs).

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.

No material differences.

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

Several actions proved to be particularly effective in making progress toward the goal. Action 1.2, focused on professional development in classical pedagogy, significantly improved teacher confidence and instructional alignment. Participation in summer reading initiatives and academic symposia reinforced commitment to the Academy's classical model. Action 1.5, centered on progress monitoring, was also effective. Weekly Data Study Team meetings and the routine use of iReady and MAP assessments enabled timely instructional shifts and more precise interventions. Action 1.7 strengthened EL scholars support; the integration of Ellevation and PD focused on designated and integrated ELD instruction contributed to targeted support.

At the same time, some actions were less effective or require additional focus. Action 1.6, related to academic interventions, was hindered by an incomplete MTSS rollout, which limited systematic supports, particularly at the secondary level. In addition, while instructional technology (Action 1.4) was not a barrier in terms of device access, the limitations of the current SIS system impeded efficient use of data, slowing response time for interventions and instructional adjustments.

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

Based on data review and stakeholder reflection, several adjustments have been identified to strengthen progress in the coming year. First, the rollout of MTSS will be prioritized, including a structured implementation timeline, targeted professional development, and the addition of dedicated intervention support staff for grades K-3rd to improve early intervention and system coherence. The campus will also begin transition planning for a new SIS with improved data integration and usability, which will enhance the Academy's ability to track achievement, interventions, and chronic absenteeism. To support the growing needs of English Learners, additional EL staff will be hired to manage caseloads and enhance designated ELD instruction. Finally, the professional development calendar will be expanded to include more structured training on integrated ELD, data-driven instruction, and use of key tools such as Lexia and Ellevation to maximize instructional effectiveness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	<p>JAA has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible. The academy will continue to look for ways to improve our onboarding process for all new hires in order to empower all staff and set them up for success.</p> <p>A wide variety of professional development is offered to all staff to support their knowledge of and effectiveness in implementing the Academy's curriculum, classical pedagogy, adopted instructional materials, and State content standards .</p> <p>New teachers and administrators are offered induction support, both to provide them with additional tools and strategies to develop their expertise and to assist them in advancing their professional credentials.</p> <p>Teachers receive continuous, formative feedback on their instruction. They participate in professional development focused on identified areas of scholar need and/or areas of personal growth. Teachers have a variety of opportunities to participate in leadership roles - lead teachers, data study teams, mentoring. Pursuance of advancement is encouraged and supported. We provide tuition assistance for Master's degrees and administrative credentials.</p> <p>Our administrative team receives focused training on topics like planning effective staff development, data analysis, vision and mission and classical education. Also, to ensure that all of our curriculum is mapped out to standards. They then participate in professional development activities and receive support/guidance to help them meet those expectations.</p>	\$9,442,439.00	No
1.2	Professional Learning Communities	In order for our staff to be effective in supporting scholar academic success, they need to have a strong understanding of our vision and mission, classical pedagogy, our curriculum, learning outcomes, effective instructional strategies and they need to work collaboratively to calibrate	\$32,350.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and articulate with their peers. These elements are addressed by focusing on Professional Learning Communities (PLCs) and professional development using the Quill as a guide.</p> <p>Teachers, supported by administrators, participate in weekly, collaborative PLCs that focus on ensuring all scholars are provided a classical curriculum and access to resources that support them in meeting or exceeding specified learning targets.</p> <p>Within our PLC work, our ALC (Academic Leadership Council) will meet and focus on essential questions such as: “What do we want the scholars to learn? How will we teach it effectively? How will we know they have learned it? What will we do if they did not learn it?” Does the scholar have the tools in place for scholars to continue learning and problem solving and learning on their own? I.E. can they recognize and address their own learning struggles? We are constantly revisiting and refining our work around these questions.</p> <p>We will continue to focus on defining/refining our learning targets for scholars, supporting teachers’ instructional effectiveness, implementing common formative assessments and writing rubrics (with samples) to track scholar performance and continue to develop our MTSS plan for supporting all scholars. Teachers and administrators will continue to receive training and support in using data to drive instruction in aligned with state standards, ELD standards, and preschool frameworks. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common formative assessments and classical pedagogy. Teachers will also meet in grade level teams as well as department/subject matter teams to review data and the best practices for scholar success. Teachers and administration had the opportunity to participate in professional development to understand the data to drive instruction for i-ready, MAP, Ellevation, and Lexia. Increase the Lexia usage for all scholars especially SWD and EL.</p> <p>JAA will provide professional development for teachers and administrators in classical education. PD will also be offered on best practices for classroom-based intervention support. Instructional aides will also be trained to assist with intervention. Scholar services staff will support our</p>		

Action #	Title	Description	Total Funds	Contributing
		continuous improvement efforts by providing targeted training to teachers and staff. The Academy has also hired a highly qualified certificated employee to take the stewardship of all SSTs on campus, making sure all scholars receive services.		
1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	<p>Scholars need opportunities to explore a variety of subjects so they can discover their passions, interests, and their special excellence. In addition, research indicates scholars' brain development and academic achievement are enhanced when learning extends beyond English and Math. Scholars who pursue a classical liberal arts education strengthen their critical thinking skills, language acquisition skills, memory, and creativity.</p> <p>All scholars have access to standards-aligned instructional materials. Teachers utilize those instructional materials, along with other curricular resources, to align their instruction with the Academy's American Classical Leadership Education model and with the state standards along with the ELD standards.</p> <p>Teacher teams continue to work with the site administration to develop and/or refine curriculum maps, instructional guides, and assessments to support scholars in meeting or exceeding specified learning targets. Much of this occurs in weekly, collaborative PLCs.</p>	\$525,849.00	No
1.4	Instructional Technology	We have incorporated an IT coordinator and contracted services to support staff promptly and look to add an Information System Database Technician within three years. As technology advances daily it is necessary to research a possible upgrade to a new Student Information System (SIS) due to current limitations of the current system and the benefits of a potential new one. Many educational partners have expressed the complicated interfaces that are difficult for students, faculty, and staff to navigate. Along with high costs and difficulty in obtaining support and updates. The current system also has Increased the time and resources required to perform routine tasks. During this research phase, the goal is to	\$114,643.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>find a system with more accurate data, better reporting capabilities, and seamless integration with other educational technologies, automation of routine tasks, faster processing times, and reduced administrative burdens. Plus the ability to handle future growth and adapt to new educational trends and technologies.</p> <p>Teachers are supplied with up-to-date equipment, including but not limited to laptop computers, document cameras, web cameras, Chromebooks, speakers, and microphones.</p> <p>A variety of online tools are purchased yearly such as, Parent Square, iReady, Lexia, MAP to enhance teacher instruction and to simplify communications with scholars/parents. Additionally, professional development is regularly provided throughout the school year.</p>		
1.5	Assessing and Monitoring Scholar Progress	<p>Successfully assessing and monitoring scholar progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their scholars' standards mastery and skill development. Data Study Teams meet weekly to discuss data. It helps teachers and administrators to prescribe targeted interventions for scholars not making adequate progress toward specified learning targets.</p> <p>At JAA, staff utilize a variety of tools to administer and collect scholar achievement data. Elementary teachers administer 3 iReady assessments in ELA and math throughout the year in elementary and 3 MAP assessments in ELA and Math for secondary. Additionally, they administer common end-of-unit assessments in ELA, math, and science. Secondary teachers administer common end-of-unit assessments in all core courses required for promotion/graduation. These assessment results are used to evaluate scholar progress, and instructional effectiveness and to determine appropriate intervention supports for accelerated learning. Lexia is also used to supplement reading in both elementary and secondary. The usage of Lexia should also include SWD and EL. Ellevation is used to help monitor and track EL scholar's academic progress. JAA plans to meet monthly in PULSE meetings (Proactive</p>	\$34,200.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Understanding of the Latest Scholar Experiences) which will include Admin, Counselors, Safety Coordinator, School Psych, and School Nurse.		
1.6	Academic Interventions	<p>A priority for JAA over the next three years is developing and implementing a district-wide multi-tiered system of support for our struggling scholars. Support staff play a key role in our plans. We plan to focus primarily on grades K-3 and provide them with targeted intervention training.</p> <p>The success of our intervention support staff relies on proper training and that they are given ample collaboration time with their partnering teachers. The well-trained support staff will lead to increased scholar performance. Additionally, our support staff need time to work with their teacher colleagues to ensure a consistent program for our scholars. They meet weekly to review data and discuss intervention strategies. Increase the amount of usage with Lexia for all scholars and implement a data analytics program to help track the effective use of interventions. At the secondary level, we provide high school credit recovery classes. JAA has offered summer school for grades K-12, up to 3 (Two-week) sessions before the new school year begins. The desire is to have a ratio of 1:10 adult to scholar ratio.</p>	\$446,541.00	No Yes
1.7	English Learner Support	<p>In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and coaching to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL scholars.</p> <p>We strive to reclassify our English learners as fluent English proficient within five years. As our reclassified scholars perform on par or better than our English-only scholars, we view reclassification as a key to our English Learners' long-term academic success. Currently, 87.2% of our scholars are making progress towards English Language proficiency. The English learner Roadmap Self Reflection Rubric, to assess current status enacting the EL Roadmap Principles and to identify areas needing improvement will</p>	\$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>be used. We will also ensure that integrated and designated ELD is a tier-one system.</p> <p>To accomplish this goal, we will increase our English language support team and have them concentrate on professional development and ELD standards to ensure staff are meeting the needs of English learners, case management, progress monitoring of struggling English learners, and ELPAC test preparation. Currently, 87.2% of our scholars are making progress towards English Language proficiency. The English learner Roadmap Self Reflection Rubric to assess current status enacting the EL Roadmap Principles and to identify areas needing improvement will be used. We will also ensure that integrated and designated ELD is a tier-one system of support.</p> <p>Our professional development for teachers will include a focus on designated and integrated ELD instruction, the intentional use of language objectives, and incorporating instructional strategies that support English language acquisition in all core subjects. EL Site Coordinators and EL teachers participated in a TESOL training to better support EL scholars in the classroom. The Site Coordinator has been trained in Ellevation which helps to monitor the progress of all scholars, and specifically our EL scholars.</p>		
1.8	School Safety	<p>Scholars cannot learn if they do not feel physically, social-emotionally and culturally safe at school. Effective school safety starts with prevention, and it encompasses a wide range of supports. This includes yearly up to date trainings and drills practiced by staff and scholars. Staff consistently seeking professional development and researching strategies, review and reflection on previous years data and shareholder feedback to shape future trainings.</p> <p>JAA works diligently to ensure safe, clean, and functional school facilities. We strive for all elements of our school facilities to score a "good repair" rating or better. Any deficiencies identified are reported to our Facilities department and a plan is made to expedite those repairs.</p>	\$817,273.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	JAA will build a culture of greatness together with our parents where all scholars feel connected at school as indicated in our climate survey data, by conducting professional development in positive behavioral supports and classroom management for all academy staff using our core values.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

At John Adams Academy, our goal is to restore America's heritage by developing servant leaders. In order to succeed, we believe that scholar and family engagement is paramount in this endeavor. Similarly, it is important that we can create and nurture learning environments for scholars that are safe, engaging and supportive. This goal was developed in order to fortify our school culture toward these outcomes. Our data indicates that some of our engagement and climate indicators, such as chronic absenteeism and suspension rate, could show improvement. With the great amount of enrollment growth, we want to ensure that the new scholars are being enrolled in our school's values and culture. Within the school and classroom we want to ensure that teachers know and are able to implement practices that create healthy classroom cultures and support the growth of scholars who struggle with maintaining appropriate behavior. According to our climate survey 33% of teachers requested professional development in positive behavioral support and classroom management. We believe this will result in improved attendance and behavior data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	2023-24: TK-6th: 94.3% 7th-12th: 94.2%	2024-25: TK-6th: 94.4% 7th-12th: 93.5%		96%	TK-6th: +0.1% 7th-12th: -0.7%
2.2	Suspension Rate (CA Dashboard)	2022-23: All: 3.5%	2023-24: All: 2.4%		1%	All: -1.1% SWD: -1.0% EL: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Scholars suspended at least one day.	SWD: 5.2% EL: 5.3% SED: 5.8%	SWD: 4.2% EL: 4.5% SED: 4.4%			SED: -1.4% (decrease desired)
2.3	Expulsion Rate	2022-23: All: 0%	2023-24: All: 0.1%		0%	+0.1% (decrease desired)
2.4	High School Graduation Rate (CA Dashboard)	2022-23: 92.9%	2023-24: 90.5%		100%	-2.4% (increase desired)
2.5	High School Dropout Rate	2022-23: 0%	2023-24: 0%		0%	No change
2.6	Middle School Dropout Rate	2022-23: 0%	2023-24: 0%		0%	No change
2.7	School Climate Survey (Positive Feedback)	2023-24: 75%	2024-25: 53%		85%	-22%
2.8	School Climate Survey (Family Participation)	2023-24: 10%	2024-25: 17%		75%	+7%

Goal Analysis [2024-25]

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

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

Overall, the implementation of Goal 2 has progressed meaningfully, with strong efforts across the key actions to promote scholar connection, staff effectiveness, and family engagement. The Academy successfully implemented ongoing professional development in positive behavior supports, including the "Patriot Pride" and "Make it Happen" initiatives, and reinforced these through staff recognition aligned with our 10 Core Values, as well as scholar recognition. Leadership classes were added for all 7th–12th grade scholars, allowing space for cultural and academic mentoring.

A key shift from the original plan involved the timing and capacity of MTSS (Multi-Tiered System of Supports) and behavior data analytics implementation. While data reviews began, the full rollout of a streamlined system for behavior data tracking across all sites required more time and infrastructure than anticipated. Additionally, the need for expanded mental health services, especially Tier 3, required hiring and onboarding of trainees mid-year, which created some delays in intended counselor focus on Tier 1 and 2 interventions.

Family engagement continued to be a strong area, with practices like orientation meetings, communication via ParentSquare. However, a substantive difference was the need to increase training for families and staff on navigating ParentSquare effectively, based on user feedback, also promoting higher attendance rates at school events.

Successes include increased scholar engagement in Leadership classes, enhanced cross-grade collaboration between staff.

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.

No material differences.

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

Most of the actions under Goal 2 have demonstrated strong effectiveness in promoting a positive and connected school culture. Leadership classes have played a key role in fostering scholar connection to the Academy's mission and values while simultaneously increasing opportunities for mentorship and academic support. Professional development focused on classroom culture, Socratic Seminar strategies, and behavior supports has helped teachers create safer and more inclusive learning environments. The integration of the school counselor into both Tier 1 and Tier 2 behavioral support structures, though still in the early stages, has shown promising results. Additionally, the implementation of Lyceum classes and peer mentoring programs has contributed to greater daily scholar reflection and stronger connections within the school community.

Some areas, however, showed only partial or delayed effectiveness. The absence of a fully integrated MTSS behavior data system limited the ability to respond swiftly and systematically to behavior trends across the school. While family engagement efforts such as orientations, parent Junto nights, and town halls were initiated, further development is needed to maximize their impact. Similarly, although staff wellness initiatives were introduced, they require more structured follow-through and intentional community-building opportunities to create a measurable and sustainable effect on staff morale and retention.

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.

Reflections on Year 1 implementation have led to several targeted adjustments for the upcoming school year. To address limitations in behavior tracking and support, the school plans to invest in and implement a more robust behavior data platform that integrates with the

existing SIS system. This upgrade will improve the ability to track Tier 1-3 interventions and allow for more timely, data-informed responses to behavioral needs.

Staff wellness and internal culture will also receive increased attention. The upcoming year will include a renewed focus on building strong relationships among staff, promoting mental wellness, and providing cross-site collaboration opportunities. Dedicated time will be set aside during professional development for wellness-related topics, and access to mental health supports for staff will be expanded.

Parent communication will be improved through structured ParentSquare training for both staff and families. This effort aims to increase communication clarity and reduce message fatigue. Additionally, technical support and ongoing guidance will be offered at family events to help caregivers engage more confidently with school communications.

The leadership curriculum will be refined through the development of formal rubrics and progress tracking tools. These additions will ensure that scholars are meaningfully engaging with the school's mission and core values in a measurable and intentional way. Support systems for scholars will also be strengthened, particularly within the SST and Tiered Intervention processes. More frequent pre-SST meetings, improved documentation practices, and targeted professional development for general education teachers on Tier 1 interventions and classroom accommodations are planned.

Finally, the Academy will reinforce alignment with its 10 Core Values by ensuring that all interventions, academic, behavioral, and emotional, are explicitly designed and delivered through the lens of those values, solidifying them as the guiding framework for scholar support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Effectiveness in Supporting a Positive Learning Environment	<p>John Adams Academy offers resources and professional development to assist with fostering a positive school climate. This professional development is designed to improve school culture and promote the empowerment of scholars to improve their learning environment.</p> <p>Provide ongoing professional development on John Adams Academy's 10 core Values through programs such as "Patriot Pride" and "Make it Happen" positive behavior interventions and support programs. Ensure ongoing celebrations and recognitions of scholars and staff who exemplify the 10 Core Values.</p>	\$33,400.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>In order to fortify these positive behavior intervention programs, administrators and staff will analyze behavior data on a monthly basis in order to determine grade levels, groups, or specific scholars in need of additional support. These scholars can be supported by counselors using Tier 1 or Tier 2 interventions or by our MFT trainees (see Goal 2, Action 4), depending on need. To support behaviors an implementation of a JAA Multitiered system of supports will need to be implemented along with a data analytics program to track behavior data.</p> <p>Additionally, in order for staff to be effective in supporting a positive learning environment, we need to ensure staff's own mental health is also supported. As such, John Adams Academy provides the Employee Assistance Program (EAP) through Sunlife insurance.</p> <p>Further, an increased focus on building and fostering positive relationships among staff as a means of creating a supportive and healthy workplace.</p> <p>Mandatory trainings in topics such as child abuse, mandated reporter, workplace safety, workplace harassment, etc., are provided yearly to comply with state mandates.</p>		
2.2	Scholar Engagement	<p>Expanded Tier 1 interventions will increase student engagement and achievement. Additionally, this will enable the counseling team to provide more academic counseling and mentorship for scholars in need.</p> <p>Implement a Leadership class for all 7th - 12th grade scholars. In this class, scholars and staff discuss vision, mission, and core values. This class is also a venue for scholars to receive one-on-one academic coaching. In addition, Leadership classes will plan and implement community service projects and participate in the daily Flag Ceremony. In order for all scholars to take a Leadership class, room has been made in the master schedule for all teachers to take on this responsibility. Incoming 7th graders to secondary and new scholars will be enrolled in a "Becoming" leadership class which will focus more on the foundational cultural supports needed for scholars to become successful servant leaders at John Adams Academy. Once they have successfully finished</p>	\$125,550.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>this "Becoming" leadership class, only then will they be enrolled in their permanent leadership class.</p> <p>The Academy provided professional development for Socratic Seminars through the Great Books training.</p> <p>Tools and resources for Staff Effectiveness in Supporting Students' Academic Success: The Quill Elementary meets as PLC approx. 1x per week SST training Vi-weekly-Pre-SST grade level meetings Cross grade level meetings Elementary 5th and 6th grade teachers go over to meet with secondary and observe their class. Monthly cross campus department meetings</p> <p>Outside professional development and/or resources available: Freedoms Foundation Classical Ed Institute/Arizona Cana Academy Leader in Me My Story Matters-Claim Your Story UD Masters Program Hillsdale College resources Society of Classical Learning Learning &the Brain</p>		
2.3	Family Engagement	<p>John Adams Academy has had high levels of family engagement historically, and it is the Academy's belief that a continued partnership with families is critical to our mission of Restoring America's Heritage by Developing Servant Leaders. To that end, we intend to continue the following practices which support family and school collaboration.</p> <p>All families begin their John Adams Academy journey with a one-on-one orientation meeting with an administrator where the 10 core values,</p>	\$8,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>mission/vision, model and manners, and all other expectations are discussed. Parents and Scholars sign an agreement that their family will follow these guidelines while their child attends JAA.</p> <p>All families have access to a communication tool called Parent Square. Parent Square has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers translations in dozens of languages. Based on the feedback received from our educational partners more training needs to be implemented in order to help parents be able to filter incoming messages. Staff will also be trained on best practices and effective practices of parent square usage.</p> <p>All families are given the opportunity to meet with teachers during Fall and Spring teacher conferences. However, Secondary plans to address all families before the school year begins at a family information night. Scholars will have the ability to meet and interact with their teachers for the year, building relationships while parents meet with administration to discussion expectations and answer any questions. Additional two-way communication between families and the Academy is fostered through the use of surveys, and formal and informal parent input meetings, such as PSO meetings, English Language Advisory Committee meetings, Muffins and Mingle, Town Hall meetings, and meet and greets.</p> <p>Additionally, the Academy intends to offer quarterly parent information nights which will support families in understanding classical education and supporting their scholars, as well as on the 10 Core Values. These nights will be organized by the Principal, with input on topics given by our PSO boards and ELAC.</p> <p>The Academy is offering parent JUNTO nights. This fulfills two needs; first, it provides an opportunity for parents to experience parts of the curriculum that their children get in the classroom while also providing an opportunity to build community and culture among the staff and other parents.</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Support for the Whole Child	<p>John Adams Academy has seen a rise in scholar need for mental health and social-emotional support, particularly in the most recent school years. The increased need from our scholars led to a strain on existing school counseling staff, who spent much of their time addressing Tier 3 issues and unable to provide proactive Tier 1 interventions. In order to address this need, the Academy will have funds available to staff an MFT supervisor who can oversee MFT trainees at the sites. The trainees can assist scholars with social-emotional barriers to learning, particularly those in need of Tier 3 interventions. This will enable the counselors to focus on Tier 1 and 2 interventions and academic counseling.</p> <p>Additional supports include: Directed Leadership classes which target new and incoming scholars called "Becoming" Senior Projects which focus on serving our community and shareholders A scholar designed Peer Mentoring Program Elementary, Middle, High School Counselor An increase in athletics and After School Enrichment Programs Introducing a Lyceum class at the end of each school day which focuses on Mentoring and Enrichment Learning & the Brain Professional Development Leader in Me My Story Matters</p>	\$13,500.00	No Yes
2.5	Multi-Tiered Systems of Supports for Scholars	<p>Counselors at the site level to provide tiered support for scholars. Counselors to teach Core Value lessons in the classroom.</p>	\$124,850.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Within three years, the academy will reduce rates of chronic absenteeism for all scholars by implementing actions that promote relationships and school connectedness.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

California School Dashboard and local data indicate JAA has a high rate of chronic absenteeism. High rates of chronic absenteeism result in decreased access to instructional time/instruction for scholars. In consultation with educational partners, specifically with parents and teachers, identified a desire to implement strategies to decrease chronic absenteeism that include approaches to support scholar engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate (CA Dashboard)	2022-23: All: 18.6% (Orange) SWD: 26.8% (Red) EL: 33.9% (Red) SED: 28.3% (Red)	2023-24: All: 14.3% (Yellow) SWD: 18.3% (Yellow) EL: 17.4% (Yellow) SED: 19.9% (Yellow)		Reduce chronic absenteeism for all to 10% (Green)	All: -4.3% SWD: -8.5% EL: -16.5% SED: -8.4% (decrease desired)
3.2	Scholars reporting they feel connected at school (Climate Survey)	2023-24: Elementary: 86% Secondary: 70%	2024-25: Elementary: 68% Secondary: 33%		Increase percentage to 95%	Elementary: -20% Secondary: -37% (increase desired)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	EL & SED Participation in before/after school programs (Foundations Expanded Learning)	2023-24: EL: 28% SED: 37%	2024-25: EL: Unavailable SED: Unavailable		75%	Unavailable
3.4	Perfect Attendance Rate	2023-24: Elementary: 2.0% Secondary: 2.8%	2024-25: Elementary: 1.6% Secondary: 2.1%		2024-25: 5%	Elementary: -0.4% Secondary: -0.7% (increase desired)

Goal Analysis [2024-25]

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

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

Overall implementation of Goal 3 was partially successful, with several key actions being initiated or completed, while others encountered delays or were not implemented as planned. Professional development for administrators and staff was effectively carried out. Administrators participated in targeted training focused on coaching, supervision, and creating positive learning environments, core elements aimed at fostering school connectedness and improving scholar attendance. Additionally, the Academy prioritized summer professional development opportunities through classical education institutions, which helped reinforce the mission and deepen staff commitment to our pedagogical philosophy. The MTSS framework began development, with foundational steps taken to establish a system of supports. However, full implementation is still underway and requires greater consistency across all sites.

One significant deviation from the original plan was the non-implementation of home visits. While these were intended to build trust with families of scholars experiencing chronic absenteeism or behavioral challenges, logistical and staffing challenges prevented their execution this year. The analytics software necessary to support MTSS, attendance tracking, and behavior monitoring has been identified, but the rollout has not yet reached full operational capacity. Training and data input systems are still in development. Challenges included staffing capacity for home visits, the need for greater clarity and standardization in MTSS practices, and delays in the implementation of a fully integrated data system. Successes include strengthened administrative leadership, renewed teacher investment in our classical model, and greater alignment around the importance of scholar connection and staff development.

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

There was a material difference in Action 3.4, which allocated funds for home visits intended to support scholars with chronic absenteeism or behavioral challenges. While funds were budgeted, no expenditures occurred because the action was not implemented. This resulted in a material difference between budgeted and estimated actual expenditures. The non-implementation was due to logistical and staffing challenges that made it unfeasible to carry out the home visits as originally intended.

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

Several actions under Goal 3 were effective in supporting scholar connectedness and improving attendance outcomes. Administrator coaching and supervision training (Action 3.1) was especially impactful, increasing site leaders' confidence in addressing attendance-related concerns through proactive strategies and relationship-building. Leaders reported feeling more capable of supporting staff in creating welcoming and structured learning environments that promote consistent attendance. Summer professional development (Action 3.3), including participation in classical education trainings through Cana Academy, Hillsdale, and other organizations, also contributed positively. These experiences reinforced the Academy's vision and purpose, which in turn helped boost both teacher engagement and scholar connectedness, factors that indirectly supported improved attendance.

Some actions showed partial effectiveness. The initial implementation of MTSS (Action 3.2) included planning and staff discussions about tiered support; however, its application across the Academy remains inconsistent. To increase its effectiveness, more structured systems, clearly defined intervention pathways, and targeted professional development are necessary. Similarly, the adoption of analytics software (Action 3.5) was a critical first step in improving attendance tracking. However, rollout delays and limited staff training reduced its overall impact. As a result, the ability to track attendance data accurately and respond with timely interventions has not yet reached full operational capacity.

One key action was not implemented and therefore did not yield any measurable results. Home visits (Action 3.4) were not conducted during the year, which limited opportunities for meaningful outreach to scholars at highest risk of chronic absenteeism. This represented a missed opportunity to engage directly with high-need families and build stronger home-school relationships.

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.

Reflections on this year's implementation have led to several strategic adjustments to strengthen attendance and connectedness in the coming year. The home visit strategy (Action 3.4), which was not implemented as originally planned, will be re-evaluated and potentially redesigned to include more feasible alternatives. These may include in-person meetings on campus or virtual check-ins that still prioritize outreach to high-risk families. To support this initiative, additional staffing or community partnerships may be explored.

MTSS implementation (Action 3.2) will be more structured moving forward. Clear timelines and staff responsibilities will be established, and all staff will receive more comprehensive training on tiered interventions. A cross-functional MTSS team may be created to monitor site-level implementation, ensure fidelity, and support troubleshooting efforts across grade spans.

Analytics software (Action 3.5) will be fully rolled out and prioritized as a key intervention tool. Staff will be trained on how to input and analyze data, and the software will be actively used to guide site-level responses and provide leadership with regular updates on absenteeism trends.

To measure school connectedness more holistically, new metrics will be added, such as scholar surveys on belonging, staff-scholar relationships, and participation in leadership classes. While chronic absenteeism will remain a central indicator, these additional data points will serve as leading indicators to help inform proactive intervention.

Finally, the success of summer professional development underscored the importance of continued investment in staff training and leadership development. As a result, new mid-year training opportunities will be introduced, and leadership pipelines will be expanded, particularly for staff involved in Tier 2 and Tier 3 supports. Through these changes, the Academy remains committed to reducing chronic absenteeism by building meaningful scholar relationships, leveraging data-informed interventions, and fostering a strong sense of school connectedness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coaching and Supervision Staff	Provide all administrators with professional learning to improve knowledge and skills in coaching and supervision of teachers in the implementation of the LEA adopted attendance policies, scholar supports, and creating a positive learning environment for all scholars.	\$36,739.00	No
3.2	Multi-Tiered System of Supports (MTSS)	Create and implement a JAA Multi Tier System of Supports (MTSS) to facilitate an academy wide community of practice to support counselors and all staff in the implementation of systems of supports and protocols for all scholars.	\$7,600.00	No
3.3	Summer Professional Development for All Staff	A key tenet of classical education is that all people should be life-long learners, as education is a journey toward wisdom and virtue for all people. As such, it is important for both classified and certificated staff to have the opportunities to receive training and become proficient in the leadership and teaching practices of an American Classical Leadership Education.	\$11,111.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The Academy will identify programs and invite all staff to benefit from virtual and/or off-site professional development in the Classical Leadership Education model during the summer months through institutions such as Cana Academy, Hillsdale College, and others. These summer training sessions will rejuvenate our staff in our pedagogy and philosophy and therefore benefit the scholar experience in the classroom as well on campus as a whole.</p> <p>Resources that provided training in our model, pedagogy and philosophy, which rooted our teachers in the mission, implementation and curriculum at John Adams Academy are:</p> <p>National Symposium of Classical Education, Reacting Consortium, Freedoms Foundation, APEX, Great books training, Classical U, Society for Classical Education (Foundation funded), Logic of English, University of Dallas, Doug Reeves-Deep Change Leadership, and The Art of Mentoring. Also, several in house PD provided by the faculty of JAA both at the beginning of the year and in January.</p>		
3.4	Analytics Software	In order to support all scholars and reduce the amount of chronic absenteeism, suspensions, and behaviors a data system is needed to track these types of activities and behaviors.	\$30,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$747662	\$NA

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.880%	0.000%	\$0.00	4.880%

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

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
1.2	Action: Professional Learning Communities Need: Increase academic growth in ELA and Math Scope: Limited to Unduplicated Student Group(s)	Data collection and collaboration along with intervention planning	Data analysis and monitoring
1.5	Action: Assessing and Monitoring Scholar Progress Need: Increase academic growth in ELA and Math Scope: Limited to Unduplicated Student Group(s)	By using professional development strategies teachers will be able to improve their practice which will lead to more effective instruction.	Walkthrough Forms
1.6	Action: Academic Interventions Need: Increase growth and close gaps Scope: Limited to Unduplicated Student Group(s)	Increase tier 1 academic supports	PLC
1.7	Action: English Learner Support Need:	Increase the EL support staff	Track and monitor the EL progress towards reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Language Learners need academic supports and increase in reclassification Scope: Limited to Unduplicated Student Group(s)		
2.1	Action: Staff Effectiveness in Supporting a Positive Learning Environment Need: More supports for class management Scope: Limited to Unduplicated Student Group(s)	Increase4 teacher strategies for classroom management	Increase in positive behaviors
2.2	Action: Scholar Engagement Need: Reduce chronic absenteeism Scope: Limited to Unduplicated Student Group(s)	When scholars are engaged and connected they attend school	Chronic absenteeism rate decreases
2.4	Action: Support for the Whole Child Need: Reduce chronic absenteeism Scope: Limited to Unduplicated Student Group(s)	Increase scholar engagement and school connectedness	Chronic absenteeism rate decreases

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.

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$458,455 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 4.48%. Our LEA has demonstrated that it has met the 4.48% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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.

Not Applicable.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	15320493	747662	4.880%	0.000%	4.880%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,157,255.00	\$716,490.00	\$0.00	\$70,500.00	\$11,944,245.00	\$10,802,461.00	\$1,141,784.00

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	Highly Qualified Administrators, Teachers, and Instructional Support Staff	All	No			All Schools		\$9,442,439.00	\$0.00	\$8,802,017.00	\$591,072.00		\$49,350.00	\$9,442,439.00	
1	1.2	Professional Learning Communities	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$0.00	\$32,350.00	\$24,125.00	\$8,225.00			\$32,350.00	
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	All	No			All Schools		\$0.00	\$525,849.00	\$422,477.00	\$103,372.00			\$525,849.00	
1	1.4	Instructional Technology	All	No			All Schools		\$0.00	\$114,643.00	\$108,822.00	\$5,821.00			\$114,643.00	
1	1.5	Assessing and Monitoring Scholar Progress	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$0.00	\$34,200.00	\$34,200.00				\$34,200.00	
1	1.6	Academic Interventions	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$444,141.00	\$2,400.00	\$439,491.00			\$7,050.00	\$446,541.00	
1	1.7	English Learner Support	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		\$140,000.00	\$0.00	\$132,950.00			\$7,050.00	\$140,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.8	School Safety	All	No			All Schools		\$530,181.00	\$287,092.00	\$817,273.00				\$817,273.00	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$0.00	\$33,400.00	\$33,400.00				\$33,400.00	
2	2.2	Scholar Engagement	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$122,850.00	\$2,700.00	\$118,500.00			\$7,050.00	\$125,550.00	
2	2.3	Family Engagement	All	No			All Schools		\$0.00	\$8,200.00	\$8,200.00				\$8,200.00	
2	2.4	Support for the Whole Child	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$0.00	\$13,500.00	\$5,500.00	\$8,000.00			\$13,500.00	
2	2.5	Multi-Tiered Systems of Supports for Scholars	All	No			All Schools		\$122,850.00	\$2,000.00	\$124,850.00				\$124,850.00	
3	3.1	Coaching and Supervision Staff	All	No			All Schools		\$0.00	\$36,739.00	\$36,739.00				\$36,739.00	
3	3.2	Multi-Tiered System of Supports (MTSS)	All	No			All Schools		\$0.00	\$7,600.00	\$7,600.00				\$7,600.00	
3	3.3	Summer Professional Development for All Staff	All	No			All Schools		\$0.00	\$11,111.00	\$11,111.00				\$11,111.00	
3	3.4	Analytics Software	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
15320493	747662	4.880%	0.000%	4.880%	\$788,166.00	0.000%	5.145 %	Total:	\$788,166.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$788,166.00
								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	Highly Qualified Administrators, Teachers, and Instructional Support Staff				All Schools	\$8,802,017.00	
1	1.2	Professional Learning Communities	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$24,125.00	
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials				All Schools	\$422,477.00	
1	1.4	Instructional Technology				All Schools	\$108,822.00	
1	1.5	Assessing and Monitoring Scholar Progress	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$34,200.00	
1	1.6	Academic Interventions	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$439,491.00	
1	1.7	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$132,950.00	

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	1.8	School Safety				All Schools	\$817,273.00	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$33,400.00	
2	2.2	Scholar Engagement	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$118,500.00	
2	2.3	Family Engagement				All Schools	\$8,200.00	
2	2.4	Support for the Whole Child	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$5,500.00	
2	2.5	Multi-Tiered Systems of Supports for Scholars				All Schools	\$124,850.00	
3	3.1	Coaching and Supervision Staff				All Schools	\$36,739.00	
3	3.2	Multi-Tiered System of Supports (MTSS)				All Schools	\$7,600.00	
3	3.3	Summer Professional Development for All Staff				All Schools	\$11,111.00	
3	3.4	Analytics Software				All Schools	\$30,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,648,422.00	\$11,990,798.00

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	Highly Qualified Administrators, Teachers, and Instructional Support Staff	No	\$9,224,699	\$9,508,060
1	1.2	Professional Learning Communities	Yes	\$97,082	\$100,064
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	No	\$382,041	\$393,776
1	1.4	Instructional Technology	No	\$121,679	\$125,416
1	1.5	Assessing and Monitoring Scholar Progress	Yes	\$7,700	\$7,937
1	1.6	Academic Interventions	Yes	\$420,333	\$428,117
1	1.7	English Learner Support	Yes	\$75,000	\$77,304
1	1.8	School Safety	No	\$844,006	\$869,932
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	Yes	\$26,900	\$27,726
2	2.2	Scholar Engagement	Yes	\$138,518	\$142,773
2	2.3	Family Engagement	No	\$5,600	\$5,772

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)
2	2.4	Support for the Whole Child	Yes	\$8,500	\$8,761
2	2.5	Multi-Tiered Systems of Supports for Scholars		\$137,718	\$141,949
3	3.1	Coaching and Supervision Staff	No	\$72,244	\$74,463
3	3.2	Multi-Tiered System of Supports (MTSS)	No	\$7,400	\$7,627
3	3.3	Summer Professional Development for All Staff	No	\$20,821	\$21,461
3	3.4	Home Visits	Yes	\$10,000	\$0
3	3.5	Analytics Software	No	\$25,000	\$25,768
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	No	\$14,281	\$14,719
4	4.2	Teacher Ongoing Education	No	\$7,400	\$7,627
4	4.3	Summer Professional Development for All Staff	No	\$1,500	\$1,546

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
638862	\$718,783.00	\$735,581.00	(\$16,798.00)	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	1.2	Professional Learning Communities	Yes	\$46,682.00	48,116		
1	1.5	Assessing and Monitoring Scholar Progress	Yes	\$7,700.00	7,937		
1	1.6	Academic Interventions	Yes	\$420,333.00	428,117		
1	1.7	English Learner Support	Yes	\$75,000.00	77,304		
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	Yes	\$26,900.00	27,726		
2	2.2	Scholar Engagement	Yes	\$138,518.00	142,773		
2	2.4	Support for the Whole Child	Yes	\$3,500.00	3,608		
3	3.4	Home Visits	Yes	150	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13625154	638862	0	4.689%	\$735,581.00	0.000%	5.399%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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