LCFF Budget Overview for Parents

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

CDS Code: 31-66928-0121418

School Year: 2025-26
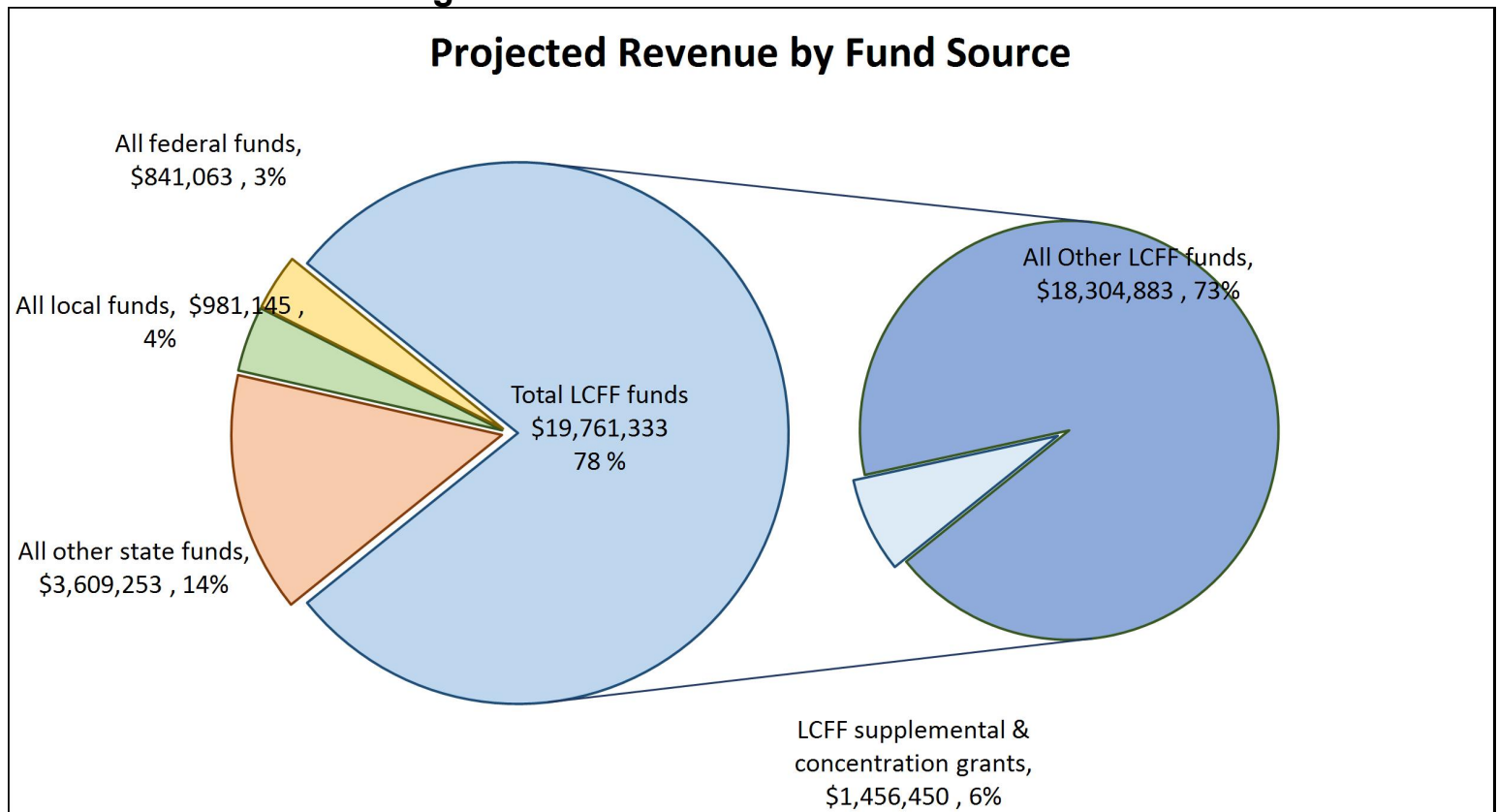
LEA contact information:

Troy Henke

Superintendent

troy.henke@johnadamsacademy.org

(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

All federal funds, $841,063 , 3%

All local funds, $981,145 , 4%

All other state funds, $3,609,253 , 14%

Total LCFF funds $19,761,333 78 %

All Other LCFF funds, $18,304,883 , 73%

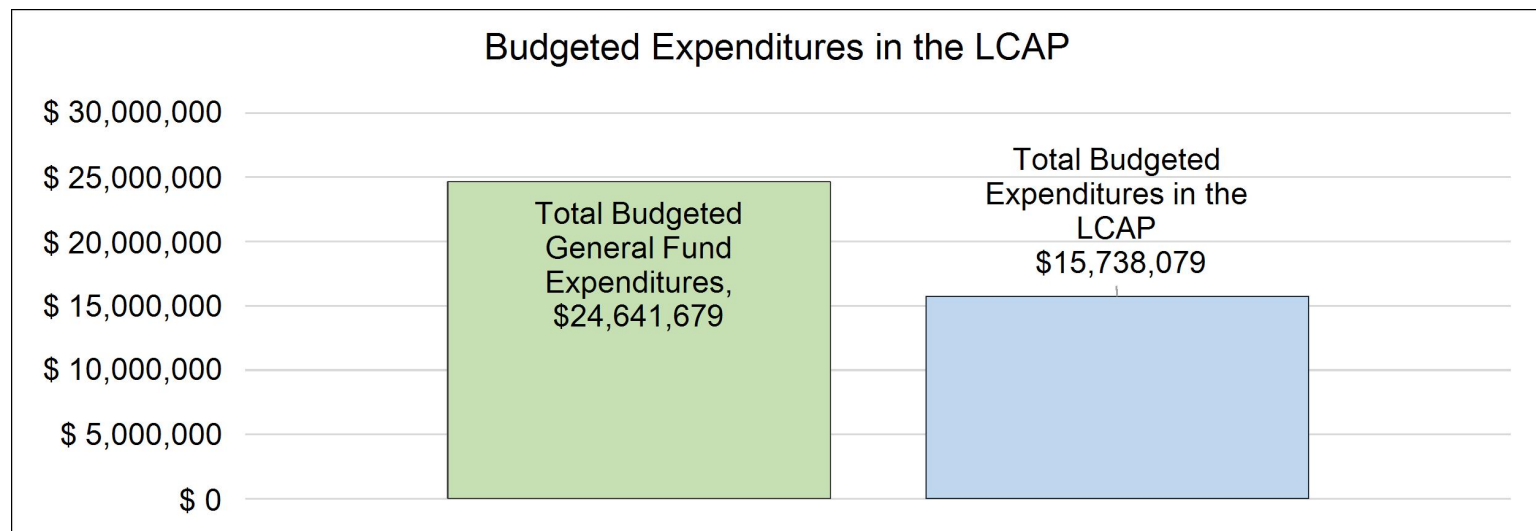LCFF supplemental & concentration grants, $1,456,450 , 6%

This chart shows the total general purpose revenue John Adams Academy - Roseville 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 - Roseville is $25,192,795, of which $19,761,333 is Local Control Funding Formula (LCFF), $3,609,253 is other state funds, $981,145 is local funds, and $841,063 is federal funds. Of the $19,761,333 in LCFF Funds, $1,456,450 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $24,641,679

Total Budgeted Expenditures in the LCAP $15,738,079

This chart provides a quick summary of how much John Adams Academy - Roseville plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.
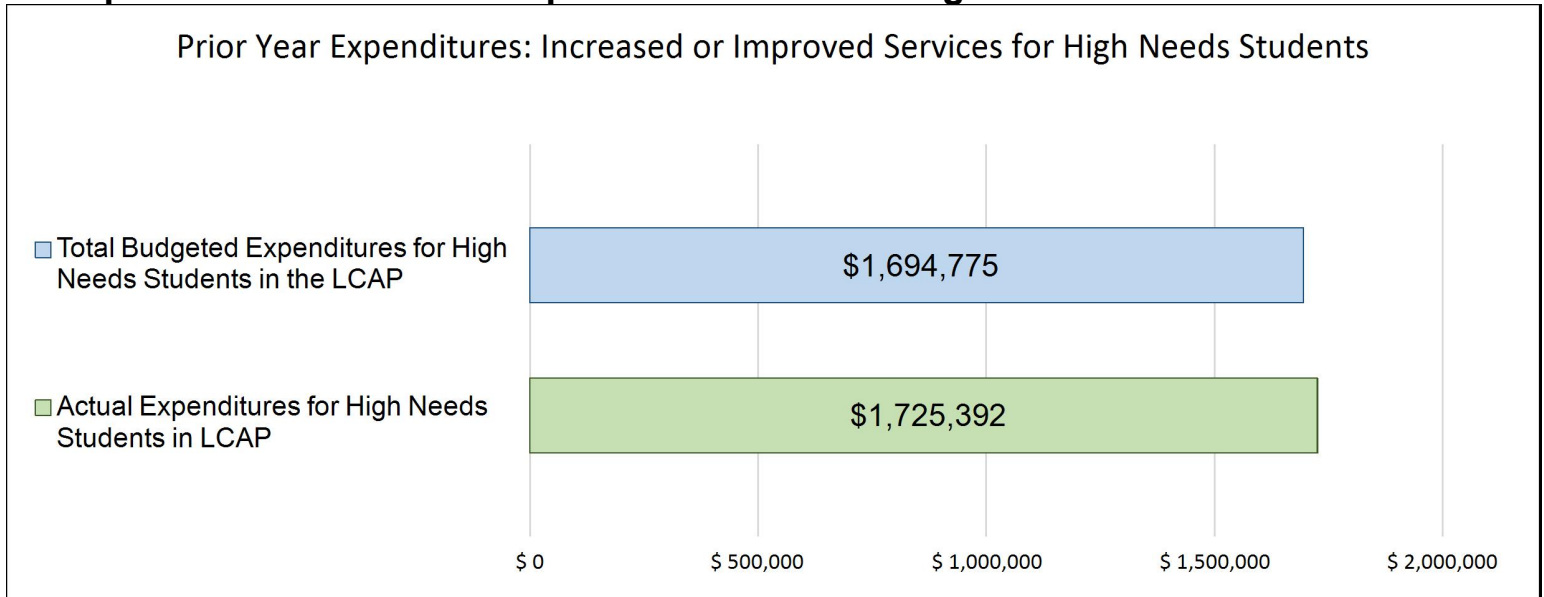
The text description of the above chart is as follows: John Adams Academy - Roseville plans to spend $24,641,679 for the 2025-26 school year. Of that amount, $15,738,079 is tied to actions/services in the LCAP and $8,903,600 is not included in the LCAP. The budgeted expenditures that are not included 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 - Roseville is projecting it will receive $1,456,450 based on the enrollment of foster youth, English learner, and low-income students. John Adams Academy - Roseville must describe how it intends to increase or improve services for high needs students in the LCAP. John Adams Academy - Roseville plans to spend $1,490,796 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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,694,775
☐ Actual Expenditures for High Needs Students in LCAP	$1,725,392

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what John Adams Academy - Roseville 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 - Roseville 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 - Roseville's LCAP budgeted $1,694,775 for planned actions to increase or improve services for high needs students. John Adams Academy - Roseville actually spent $1,725,392 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 - Roseville	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 - Roseville 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 steady academic performance, though challenges remain in key areas. In English Language Arts (ELA), scholars scored 8.2 points below standard, reflecting a decline of 3 points, placing this indicator in the orange category. In mathematics, scholars scored 35.2 points below standard, maintaining their performance from the previous year, also categorized as orange. While these results indicate areas for growth, the consistency in mathematics performance suggests that ongoing instructional efforts are stabilizing outcomes.

A significant area of concern is the performance of English Learners (ELs), socioeconomically disadvantaged scholars (SED), and scholars with disabilities (SWD). ELs scored 51 points below standard in ELA, a decline of 4.5 points, and 58.6 points below standard in mathematics, though they showed a 9.7 point improvement in math. Socioeconomically disadvantaged scholars also struggled, performing 28.4 points below standard in ELA, a decline of 10.1 points, and 51.2 points below standard in mathematics, maintaining their prior performance. Similarly, scholars with disabilities faced persistent challenges, scoring 64.2 points below standard in ELA, though they demonstrated a 23 point improvement, and 86.8 points below standard in mathematics, where they improved by 31.7 points. These achievement gaps indicate the need for targeted interventions to further support these scholar groups.

Another area requiring attention is chronic absenteeism, which remained at 15.6%, placing it in the orange performance level. English Learners experienced the highest chronic absenteeism rate at 22.5%, increasing by 2.2 percent, while socioeconomically disadvantaged scholars maintained a high rate of 20.4%. Additionally, the graduation rate declined to 88.1%, an 11.9-point decrease, categorizing it in the orange performance level. However, this significant percentage drop is due to a difference of only two scholars in the Academy's small graduating class, demonstrating the impact of small cohort sizes on overall data trends. Similarly, college and career readiness declined, with only 45.8% of graduates categorized as "prepared," a drop of 8.4 percent. These trends indicate the need for additional support to ensure scholars remain engaged in their education and are adequately prepared for post-secondary success.

Despite these challenges, there have been notable areas of progress. Scholars with disabilities demonstrated substantial improvement in both ELA (+23 points) and mathematics (+31.7 points), highlighting the effectiveness of intervention efforts. Additionally, while the English Learner Progress Indicator declined by 7.4 percent to 48.1%, ongoing efforts to support EL scholars through targeted programs remain a priority.

To address identified needs, John Adams Academy - Roseville is implementing several strategic initiatives. The Academy is strengthening academic interventions, particularly for ELs, socioeconomically disadvantaged scholars, and scholars with disabilities, through targeted tutoring, increased Lexia usage, and improved differentiation in instruction. Additionally, efforts to reduce chronic absenteeism include family engagement initiatives, attendance monitoring systems, and scholar incentives for improved attendance. Furthermore, professional development for teachers remains a priority, ensuring the implementation of effective instructional practices 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 for John Adams Academy - Roseville.

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 for John Adams Academy - Roseville.

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 for John Adams Academy - Roseville.

Monitoring and Evaluating Effectiveness

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

Not applicable for John Adams Academy - Roseville.

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
	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
Other School Personnel	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.
Parents	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. Foundations Expanded Learning Family Focus Groups held on January 1, 2025; January 13, 2025; January 20, 2025; and January 27, 2025.

Educational Partner(s)	Process for Engagement
	Parent Service Organization Board Meetings held on September 10, 2024; November 12, 2024; February 4, 2025; and May 13, 2025. English Learner Advisory Committee Meetings held on October 14, 2024; December 9, 2024; March 3, 2025; and May 12, 2025. 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.
Scholars	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. Direct feedback sessions were held on September 9, 2024

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

Feedback from teachers, administrators, school personnel, parents, and scholars played a critical role in shaping the goals, metrics, actions, and budgeted expenditures within our LCAP. Through structured engagement opportunities such as Admin Academy meetings, town halls, board meetings, advisory committees, and teacher collaboration sessions, our educational partners provided valuable insights that directly influenced our decision-making process. Below are specific ways their feedback impacted the development and refinement of our LCAP.

Prioritization of Academic Support and Intervention
Input from teachers and academic deans highlighted the need for additional intervention resources to support struggling scholars, particularly English Learners, scholars with disabilities, and socioeconomically disadvantaged scholars. In response, the Academy expanded intervention efforts and increased professional development opportunities. These actions were prioritized within the budget to ensure equitable access to academic supports for scholars most in need. Additionally, through meetings with EL teachers and support staff, we refined our district reclassification criteria to better align with scholar progress and state guidelines. This refinement ensures that scholars are accurately assessed for reclassification readiness, providing them with the necessary support to transition successfully out of EL services while

maintaining their academic trajectory. By streamlining this process, we are reducing barriers to reclassification and increasing the effectiveness of our EL monitoring and intervention efforts.

100-Day Plans and Site-Specific Goals
Through weekly Admin Academy meetings, administrators including Principals, Assistant Principals, and Academic Deans, identified areas for targeted improvement at each school site. This led to the implementation of 100-day plans, in which each site developed data-driven strategies aligned with the Academy's broader LCAP goals. The feedback from site leadership influenced the inclusion of measurable progress indicators in the LCAP to track the effectiveness of these site-specific initiatives.

Addressing Chronic Absenteeism
Teachers and administrators frequently voiced concerns about chronic absenteeism and its impact on scholar success. Data analysis further confirmed that English Learners, socioeconomically disadvantaged scholars, and scholars with disabilities had the highest rates of absenteeism. Based on this input, the Academy expanded attendance monitoring systems, implemented scholar attendance incentives such as Perfect Attendance Awards, and strengthened parent outreach efforts to address barriers to regular attendance.

Increased Support for Teacher Development
Teachers and Academic Deans emphasized the need for enhanced professional development to support differentiated instruction, intervention strategies, and scholar engagement techniques. In response, the Academy increased investments in coaching support, collaborative professional learning opportunities, curriculum-based trainings, and training on effective instructional strategies. Funding was reallocated within the budget to provide ongoing, site-based professional development aligned with LCAP goals.

Expanded Parent Engagement Initiatives
Town hall meetings, parent advisory committees, and board meetings provided valuable insights into the need for improved communication and family engagement efforts. As a result, the LCAP includes expanded parent workshops and additional opportunities for families to participate in scholar learning experiences. These initiatives aim to strengthen home-school partnerships and increase parental involvement in scholar success.

Support for Unduplicated Scholars
Through consultation with educational partners, the Academy prioritized the expansion of programs within Foundations Expanded Learning to provide additional academic support for all scholars, with a particular focus on unduplicated scholars, including English Learners and socioeconomically disadvantaged scholars. These expanded programs offer targeted opportunities for scholars to develop core academic skills, receive homework assistance, and engage in structured learning activities that reinforce classroom instruction. Foundations Expanded Learning has plans to include additional small-group instruction and skill-building workshops designed to address learning gaps and provide enrichment opportunities beyond the regular school day. By incorporating evidence-based strategies and differentiated instruction, these programs are helping to bridge achievement gaps and support scholar success.

Adjustments to Budget and Expenditures
Through consultation with educational partners, the Academy reviewed existing actions and reallocated resources to better align with scholar needs. Some programs were expanded, while others were streamlined or adjusted based on effectiveness data. For example, professional development funding was increased to support targeted instructional coaching, while expenditures for general materials were reduced in

favor of scholar-centered support programs. These adjustments ensure that resources are directed toward high-impact initiatives that align with both educational partner feedback and performance data.

Conclusion
Through meaningful collaboration with teachers, administrators, school personnel, parents, and scholars, John Adams Academy - Roseville has refined its LCAP to better address scholar needs, improve academic outcomes, and strengthen school-community partnerships. By incorporating direct feedback into the development process, we ensure that our goals, metrics, actions, and expenditures reflect the priorities and voices of our educational partners while maintaining a strategic and sustainable approach to resource allocation.

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.

This goal was developed in response to the needs identified through our data analysis and input from educational partners. 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: 5.2 pts below (Orange) SWD: 87.2 pts below (Red) EL: 46.5 pts below (Orange) SED: 18.3 pts below (Orange)	2023-24: POINTS FROM STANDARD All: 8.2 pts below (Orange) SWD: 64.2 pts below (Yellow) EL: 51 pts below (Orange) SED: 28.4 pts below (Orange)		Increase points from standard for all. Increase proficiency by 10% for all.	POINTS FROM STANDARD: All: -3 pts SWD: +23 pts EL: -4.5 pts SED: -10.1 pts PROFICIENCY PERCENTAGES All: +5.86% SWD: +3.67% EL: -3.71% SED: -4.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PROFICIENCY PERCENTAGES All: 44.08% SWD: 19.11% EL: 15.29% SED: 44.08%	PROFICIENCY PERCENTAGES All: 49.94% SWD: 22.78% EL: 11.58% SED: 39.63%			
1.2	iReady - Reading (1st-6th)	2023-24: TIER 1 | 2 | 3 PLACEMENT All: 64% | 27% | 10% SWD: 39% | 33% | 27% EL: 38% | 37% | 25% SED: 61% | 29% | 10%	2024-25: TIER 1 | 2 | 3 PLACEMENT All: 55% | 30% | 15% SWD: 31% | 32% | 37% EL: 32% | 40% | 28% SED: 48% | 33% | 20%		Increase Tier 1 by 10% for all scholars and subgroups.	TIER 1 CHANGE All: -9% SWD: -8% EL: -6% SED: -13%
1.3	NWEA MAP Growth Test - Reading (7th-12th)	2023-24: MEDIAN GROWTH PERCENTILE All: 73rd (Green) SWD: 76th (Green) EL: 85th (Blue) SED: 74th (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 69th (Green) SWD: 43rd (Yellow) EL: 33rd (Orange) SED: 64th (Green)	2024-25: MEDIAN GROWTH PERCENTILE All: 46th (Yellow) SWD: 45th (Yellow) EL: 52nd (Yellow) SED: 41st (Yellow) MEDIAN ACHIEVEMENT PERCENTILE All: 63rd (Green)		Increase percentile for all scholars.	MEDIAN GROWTH PERCENTILE All: -27 SWD: -31 EL: -33 SED: -33 MEDIAN ACHIEVEMENT PERCENTILE All: -6 SWD: -10 EL: -4 SED: -11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 33rd (Orange) EL: 29th (Orange) SED: 53rd (Yellow)			
1.4	Mathematics Indicator (CA Dashboard) CAASPP Mathematics Proficiency (% of scholars who met or exceeded standard)	2022-23: POINTS FROM STANDARD All: 35.3 pts below (Orange) SWD: 118.6 pts below (Red) EL: 68.3 pts below (Orange) SED: 48.9 pts below (Orange) PROFICIENCY PERCENTAGES All: 39.14% SWD: 16.17% EL: 15.29% SED: 32.01%	2023-24: POINTS FROM STANDARD All: 35.2 pts below (Orange) SWD: 86.8 pts below (Yellow) EL: 58.6 pts below (Yellow) SED: 51.2 pts below (Orange) PROFICIENCY PERCENTAGES All: 38.48% SWD: 17.72% EL: 19.15% SED: 31.37%		Increase points from standard for all. Increase proficiency by 10% for all.	POINTS FROM STANDARD All: +0.1 pts SWD: +31.8 pts EL: +9.7 pts SED: -2.3 pts PROFICIENCY PERCENTAGES All: -0.66% SWD: +1.55% EL: +3.86% SED: -0.64%
1.5	iReady - Mathematics (1st-6th)	2023-24: TIER 1 | 2 | 3 PLACEMENT All: 56% | 35% | 9% SWD: 37% | 42% | 21% EL: 34% | 47% | 19% SED: 54% | 35% | 11%	2024-25: TIER 1 | 2 | 3 PLACEMENT All: 49% | 40% | 11% SWD: 25% | 37% | 38% EL: 37% | 40% | 23% SED: 42% | 43% | 16%		Increase Tier 1 by 10% for all scholars and subgroups.	TIER 1 CHANGE All: -7% SWD: -12% EL: +3% SED: -12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	NWEA MAP Growth Test - Mathematics (7th-12th)	2023-24: MEDIAN GROWTH PERCENTILE All: 73rd (Green) SWD: 71st (Green) EL: 82nd (Blue) SED: 71st (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 65th (Green) SWD: 37th (Orange) EL: 38th (Orange) SED: 63rd (Green)	2024-25: MEDIAN GROWTH PERCENTILE All: 46th (Yellow) SWD: 58th (Yellow) EL: 29th (Orange) SED: 38th (Orange) MEDIAN ACHIEVEMENT PERCENTILE All: 60th (Yellow) SWD: 31st (Orange) EL: 30th (Orange) SED: 50th (Yellow)		Increase percentile for all scholars.	MEDIAN GROWTH PERCENTILE All: -27 SWD: -13 EL: -53 SED: -33 MEDIAN ACHIEVEMENT PERCENTILE All: -5 SWD: -6 EL: -8 SED: -13
1.7	Percentage of Scholars with successful course completion of A-G courses (CA Dashboard)	2023-24: All: 83%	2024-25: 69.5%		90%	-13.5%
1.8	English Learner Progress Indicator (CA Dashboard) EL Scholars making progress toward English Language proficiency.	2022-23: 55.5% (Yellow)	2023-24: 48.1% (Orange)		60%	-7.4%
1.9	English Learner Reclassification Rate	2023-24: ELs: 9%	2024-25: ELs: 19.6%		ELs: 20% LTELs: 10%	ELs: +10.6% LTELs: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs: 8%	LTELs: 9.3%			(increase desired)
1.10	Teacher Retention Rate	2023-24: 72%	2024-25: 72.8%		Increase teacher retention rate to 90%	+0.8%
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): 92.3% PowerUp (Grades 6-12): 20.2% EL Usage: 100%		Core5 (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.

At the elementary level, implementation of Goal 1 was largely in alignment with the planned actions and priorities outlined in the LCAP. Significant progress was made in the areas of classical pedagogy training, consistent use of "The Quill," and collaboration through PLCs. These initiatives were essential steps toward instructional consistency across classrooms. However, staffing presented a notable challenge, as approximately 50% of the staff were new to the campus and brought varied levels of experience with classical education. Recruitment and onboarding practices required increased attention and support. Intervention practices were guided by data from iReady and teacher-created assessments, though there remains a need for continued development of data tracking systems and more formal mentorship frameworks for new staff.

At the secondary level, transitions in site administration during both the beginning and middle of the academic year caused some disruption in implementation. Time spent on classroom observations and instructional feedback was lower than originally planned. Despite this, intentional teacher training occurred regularly, and one humanities teacher was accepted into the University of Dallas master's program for classical pedagogy. A major change in implementation involved the immediate use of the newly board-approved curriculum, rather than phasing it in over several years. While this accelerated approach was largely successful, it created challenges in pacing and workload due to staff unfamiliarity with the texts. Additional training was provided on implementing and tracking MTSS accommodations, and outdated Chromebooks were successfully replaced. More staff were hired to support English Learners, but the EL program structure lacked clarity for scholars, who were unsure of expectations and goals within their instruction.

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.

At the elementary level, indicators of success included increased teacher confidence, stronger use of formative assessments, and more targeted scholar growth in foundational literacy and math skills. Classical training, supported through site-level workshops and mentorship from Academic Deans, positively influenced instructional practice. While this area remains a focus for the coming year, progress was evident. Scholars demonstrated greater engagement aligned with the classical model and ongoing academic growth toward meeting state standards.

At the secondary level, CAASPP results showed measurable growth across most grade levels, particularly in ELA. In 8th grade, ELA proficiency improved from 36% to 52%, and in 11th grade, from 54% to 77%. Math scores also rose, with 8th grade increasing from 24% to 37% and 11th grade from 35% to 48%. Seventh grade ELA remained steady at 52%, while 7th grade math improved from 33% to 39%. These gains suggest that despite implementation challenges, efforts in teacher training, curriculum alignment, and intervention support contributed meaningfully to academic outcomes.

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.

Several improvements are planned at the elementary level based on feedback from this year's implementation. The campus will enhance onboarding systems for new staff to ensure stronger support early in the school year. A unified data tracking system with clearly defined lesson plan benchmarks will be developed to better monitor interventions and scholar progress. Classical education professional development will be expanded through additional workshops and more targeted PLC collaboration. Instructional aides will receive focused training to improve their ability to support instruction and intervention. The intervention program will also be strengthened by expanding access to daily targeted instruction, paired with a more structured and consistent system for reviewing academic data.

At the secondary level, the site will prioritize increased collaboration in the math department. Administrators will be more directly involved in analyzing data and supporting goal setting, beginning with a review of current test scores followed by collaborative planning with math teachers. The EL program will expand from two to four instructors, allowing for smaller groups and increased clarity of instruction. Scholars will receive more explicit teaching in phonics and grammar, along with more intentional use of curriculum materials. Additionally, school safety will be a greater focus during fall pre-service training, increasing from one hour to multiple hours to ensure that staff are well-prepared and protocols are clearly understood.

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	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 with a new board-adopted salary schedule. Longevity stipends are applicable for both classified and certificated staff. 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. A wide variety of professional development is offered to all staff to support their knowledge of and effectiveness in implementing the curriculum frameworks, content standards, ELD standards, California State Standards, adopted instructional materials, and classical pedagogy as defined in The Quill. 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. 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, and mentoring. Pursuance of advancement is encouraged and supported. We provide tuition assistance for Master's degrees and administrative credentials. Site administrators are provided with concrete expectations. They then participate in professional development activities and receive support/guidance to help them meet those expectations. 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. Some also choose to work with a mentor.	$11,970,601.00	No

Action #	Title	Description	Total Funds	Contributing
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 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. 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. 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. 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 that is aligned with state standards, ELD standard, and preschool framework. 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	$123,782.00	No

Action #	Title	Description	Total Funds	Contributing
		the data to drive instruction for i-ready, MAP, Ellevation, and Lexia. Increase the Lexia usage for all scholars especially SWD and EL. 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 continuous improvement efforts by providing targeted training to teachers and staff.		
1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	Scholars need opportunities to explore a variety of subjects so they can discover their passions, interests and their own 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. All scholars have access to standards-aligned instructional materials where applicable. Teachers utilizes those instructional materials, along with other curricular resources, to align their instruction with the Academy's American Classical Leadership Education model with the California State standards and ELD standards. 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.	$644,565.00	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	$238,441.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. Teachers are supplied with up-to-date equipment, including but not limited to laptop computers, document cameras, web cameras, Chromebooks, speakers, and microphones. 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.		
1.5	Assessing and Monitoring Scholar Progress	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. Teams meet within the PLC groups weekly to discuss data. It helps teachers and administrators to prescribe targeted interventions for scholars not making adequate progress toward specified learning targets. 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 and secondary administers 3 MAP assessments and use the data to determine scholar needs. Additionally, they administer common end-of-unit assessments in ELA, math, and science. Secondary teachers also administer common end-of-unit assessments in all core courses required for promotion/graduation. These assessment results are used to evaluate scholar progress, and	$41,700.00	No

Action #	Title	Description	Total Funds	Contributing
		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 Understanding of the Latest Scholar Experiences) which will include Admin, Counselors, Safety Coordinator, School Psych, and School Nurse.		
1.6	Academic Interventions	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. 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 to is to have a ratio of 1:10 adult to scholar ratio.	$976,111.00	No
1.7	English Learner Support	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.	$165,001.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, 55.5% 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. To accomplish this goal, we will increase our English Language support team and have them concentrate on: professional development to ensure staff are meeting the needs of English learners, case management, progress monitoring of struggling English learners and ELPAC test preparation. 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.		
1.8	School Safety	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.	$1,011,339.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Within the next three years upgrade camera and surveillance system and add a new PA system for outdoor and indoor use.		

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. 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-6: 94.3% 7-12: 93.3%	2024-25: TK-6th: 94.8% 7th-12th: 94%		96%	TK-6th: +0.5% 7th-12th: +0.7%
2.2	Suspension Rate (CA Dashboard)	2022-23:	2023-24:		1%	All: -0.3% SWD: -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Scholars suspended at least one day.	All: 2.2% SWD: 4.4% EL: 2.1% SED: 2.2%	All: 1.9% SWD: 3.8% EL: 2.9% SED: 2.5%			EL: +0.8% SED: +0.3% (decrease desired)
2.3	Expulsion Rate	2022-23: 0.1%	2023-24: 0%		0%	-0.1% (decrease desired)
2.4	High School Graduation Rate (CA Dashboard)	2022-23: 100%	2023-24: 88.1%		100%	-11.9% (increase desired)
2.5	High School Dropout Rate	2022-23: 0%	2023-24: 3.57%		0%	+3.57% (decrease desired)
2.6	Middle School Dropout Rate	2022-23: 0%	2023-24: 0%		0%	No change
2.7	School Climate Survey (Positive Feedback)	2023-24: 71%	2024-25: 47%		85%	-24%
2.8	School Climate Survey (Family Participation)	2023-24: 11%	2024-25: 16%		75%	+5%

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.

The elementary campus remained firmly committed to building a positive, values-based culture rooted in the Academy's 10 Core Values. Professional development focused on classroom management and positive behavioral supports. Programs such as Patriot Pride, Make It Happen, and scholar recognition aligned with the core values helped staff establish supportive and consistent learning environments. Scholar

leadership and connection opportunities were expanded through mentoring and structured "Buddy" time across grade levels. The regular review of behavior data allowed staff to proactively identify scholars in need of additional support. This resulted in stronger and more systematic use of Tier 1 and Tier 2 interventions.

At the secondary level, data related to scholar attendance and discipline were reviewed consistently in monthly meetings. These meetings included administration, the attendance clerk, the safety coordinator, counselors, and the health office. The meetings made it possible to identify scholars in need of support and to implement appropriate actions. The 7th and 8th grade teaching teams met twice each month with a clearer structure than in past years. They discussed academic and behavioral concerns of their scholars. In contrast, the 9th through 12th grade teams did not meet with regularity. Training on intervention strategies and documentation of accommodations was offered in the fall; however, implementation was inconsistent. Teachers indicated they needed more support in understanding and applying appropriate interventions. Scholar engagement was prioritized in leadership classes. Scholars were given opportunities to run meetings, plan service projects, and build community. Plans to increase family volunteerism were only partially implemented. It was discovered that families were more responsive to specific, clearly defined volunteer opportunities than to general invitations.

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.

Elementary staff expressed greater confidence in behavior management by using the 10 Core Values as a framework. Professional development and expanded supports at Tier 1 and Tier 2 levels contributed to improved behavior and increased scholar engagement. The updated Campus and Teacher Referral system helped to strengthen communication between administration, teachers, and families. There were also more intentional and structured opportunities for parents to connect with the school. These included Parent Coffees, the Parent Safety Committee, and targeted volunteer events. In addition, positive phone calls home helped build a more supportive and connected school environment.

Attendance meetings with secondary families proved to be effective. They raised awareness of attendance expectations, especially for families who were new to the country or still learning English. Some chronic absenteeism was found to be linked to a lack of understanding about school attendance laws and consequences. These meetings helped improve communication and build trust while encouraging better attendance habits.

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

The elementary campus will expand MTSS training for staff and improve the use of ParentSquare to enhance communication with both staff and families. Recognition practices for scholar behavior and character will be further developed to reinforce positive culture. These steps will

support the school's ongoing commitment to building a strong learning environment grounded in classical education and the Academy's core values.

Secondary leadership classes will be held more frequently next year. These classes will be required to use the structured practices introduced this year, including scholar-led meetings and service project planning. In response to feedback from parents, the school will increase the frequency and specificity of volunteer opportunity announcements. The positive collaboration seen among the 7th and 8th grade teams will be extended to the 9th through 12th grade teams, who will begin meeting regularly to discuss scholar needs. Academic Deans will also meet with teachers individually on a regular basis to support the identification and consistent application of interventions for struggling scholars.

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	John Adams Academy offers resources and professional development to assist with the fostering of a positive school climate. This professional development is designed to improve school culture and promote the empowerment of scholars to improve their learning environment. Provide ongoing professional development on John Adams Academy's Patriot Pride and Make it Happen, positive behavior interventions, and support programs. Ensure Make it Happen assemblies are occurring once per month to celebrate scholars who exemplify the 10 Core Values. In order to fortify the Patriot Pride program, 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. To support behaviors an Implementation of a JAA Multi-tiered system of supports will need to be implemented along with a data analytics program to track behavior data. 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	$55,400.00	No

Action #	Title	Description	Total Funds	Contributing
		Assistance Program (EAP) through Sunlife. Our staff also had access to brain-based learning resources through professional development.		
2.2	Scholar Engagement	Expanded Tier 1 interventions will increase scholar engagement and achievement. Additionally, this will enable the counseling team to provide more academic counseling and mentorship for scholars in need. 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. 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 this "Becoming" leadership class, only then will they be enrolled in their permanent leadership class. The Academy provided professional development for Socratic Seminars through the Great Books training. Tools and resources for Staff Effectiveness in Supporting Scholars' Academic Success: The Quill Elementary meets as PLC approx. 1x a week SST Training Bi-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 Outside professional development and/or resources available:	$163,037.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
2.3	Family Engagement	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. All families begin their John Adams Academy journey with a one-on-one orientation meeting with an administrator where the 10 core values, 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. 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. 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	$11,200.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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 Pricipal, with input on topics given by our PSO boards and ELAC. 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.		
2.4	Support for the Whole Child	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. All families begin their John Adams Academy journey with a one-on-one orientation meeting with an administrator where the 10 core values, 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. 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.	$17,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Staff will also be trained on best practices and effective practices of parent square usage. 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. 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. 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.		
2.5	Multi-Tiered Systems of Support for Scholars	Counselors at the site level to provide tiered support for scholars. Counselors to teach Core Value lessons in the classroom.	$162,340.00	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.

At John Adams Academy, our goal is to restore America's heritage by developing servant leaders. 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 16% of scholars are chronically absent.

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)	2022-2023: All: 15.9% (Red) SWD: 22.3% (Red) EL: 20.3% (Red) SED: 21.7% (Red)	2023-24: All: 15.6% (Orange) SWD: 16.1% (Yellow) EL: 22.5% (Red) SED: 20.4% (Orange)		Reduce chronic absenteeism for all to 10% (Green)	All: -0.3% SWD: -6.2% EL: +2.2% SED: -1.3% (decrease desired)
3.2	Scholars reporting they feel connected at school (Climate Survey)	2023-24: Elementary: 50% Secondary: 75%	2024-25: Elementary: 33% Secondary: 77%		Increase percentage to 95%	Elementary: -17% Secondary +2%
3.3	EL & SED Participation in before/after school	2023-24: EL: 51%	2024-25: EL: Unavailable		50%	Unavailable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	programs (Foundations Expanded Learning)	SED: 60%	SED: Unavailable			
3.4	Perfect Attendance Rate	2023-24: Elementary: 0.8% Secondary: 2.4%	2024-25: Elementary: 3.2% Secondary: 2.4%		5%	Elementary: +2.4% Secondary: No change

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 3 at the elementary level focused on key supports aligned with MTSS structures and consistent home communication. Initial systems proved effective in engaging families and staff, including outreach through ParentSquare and administrator check-ins. However, the scale of implementation was impacted by staffing limitations and challenges with the current data systems. Despite these constraints, foundational steps were successfully put in place to improve scholar attendance and home-school connection.

Progress was made toward full implementation of attendance-related actions at the secondary level. The administration provided training for the registrar and attendance clerk on the Academy's policy regarding truancy and chronic absenteeism. As a result, letters notifying families of attendance violations were sent more consistently throughout the year. During the second half of the school year, there was a noticeable increase in the number of attendance meetings held with scholars and their families. These actions reflect closer alignment with the planned implementation of Goal 3. Additionally, administrators and the attendance clerk began work to improve the independent study process, with the goal of allowing more scholars to remain engaged in learning while absent due to illness or travel.

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.

At the elementary level, family outreach efforts contributed positively to school connectedness and attendance awareness. Communication was strengthened through regular posts on ParentSquare, PSO invitations, and ongoing teacher contact with families. Scholar check-ins by administrators also supported the effort to improve two-way communication. Scholar recognition and attendance awards, presented publicly

among peers, showed early success in reducing absenteeism for specific groups. A need for immediate feedback from classroom teachers, in addition to Aeries reporting by clerical staff, was identified as a future area of growth. The goal is to reinforce the idea that each scholar's presence is noticed and valued.

At the secondary level, mid-year data revealed that chronic absenteeism remained an area of concern. Rates were 15.6% for all scholars, 16.1% for scholars with disabilities, 22.5% for English Learners, and 20.4% for socioeconomically disadvantaged scholars. While these numbers indicate that further work is needed, progress was evident in the suspension data. Suspension rates were relatively low at mid-year, with 1.9% for all scholars, 3.8% for scholars with disabilities, 2.9% for English Learners, and 2.5% for socioeconomically disadvantaged scholars. These trends suggest that while chronic absenteeism requires more intensive intervention, discipline systems may be becoming more supportive and consistent.

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.

Several improvements will be introduced at the elementary level to build on this year's work. A formal, sitewide attendance triage system will be established to streamline the identification and support of scholars at risk of chronic absenteeism. The school will also implement stronger data analytics to support early intervention and increase timely communication with scholars and parents. A new initiative called "Showcase Fridays" will be rolled out to increase scholar engagement and incentivize attendance, with events scholars will not want to miss. In addition to these efforts, the campus will continue to build a strong school culture through improved parent engagement and consistent messaging around the academic and cultural value of daily attendance.

Successful practices from the second half of the year in secondary will be applied from the start of the new school year. Attendance letters and family meetings will be initiated early and maintained with consistent follow-through. Further improvements to the independent study process are also planned, including simplifying parent signature collection and increasing access to lesson plans. These changes are aimed at keeping scholars connected to learning even when they cannot attend school in person.

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 of 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.	$95,400.00	No Yes

Action #	Title	Description	Total Funds	Contributing
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.	$18,800.00	No
3.3	Summer Professional Development for All Staff	The American Classical Leadership Mentoring Program is a continuing education program that is designed to empower a mentor-teacher toward opportunities that will aide in the pursuit of truth, wisdom, and virtue. The pursuit of these virtues develops Servant Leaders who are prepared to Restore America's Heritage. There are several external opportunities that are worth pursuing and we encourage each Mentor-Teacher to engage in these opportunities. 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: 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, The Art of Mentoring, ACSA and webinars on the legality of bullying. Also, several in house PD provided by the faculty of JAA both at the beginning of the year and in January.	$27,864.00	No
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
$1456450	$N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.957%	6.191%	$1,085,909.00	14.148%

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
3.1	**Action:** Coaching and Supervision of Staff **Need:** Put learned strategies into practice **Scope:** Schoolwide	Supports teachers with strategies that can improve instruction	Walkthroughs

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
4.1	**Action:** Staff Effectiveness in Facilitating Classical Pedagogy **Need:** Increase staff knowledge of classical education **Scope:** Schoolwide	Most teachers don't have a background in classical education and this action would improve classical instruction for all teachers.	Discussion Mapping

Limited Actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** English Learner Support **Need:** Improve ELA and Math scores. **Scope:** Limited to Unduplicated Student Group(s)	Increase our English Language support team and have them concentrate on: professional development to ensure staff are meeting the needs of English learners, case management, progress monitoring of struggling English learners and ELPAC test preparation.	Increase iReady and MAP assessments by 10%

Using the calculation tool provided by the state, our LEA has calculated that it will receive $939,917 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 7%. Our LEA has demonstrated that it has met the 7% 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.

N/A

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

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	18304883	1456450	7.957%	6.191%	14.148%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,654,829.00	$1,032,106.00	$0.00	$124,784.00	$15,811,719.00	$14,065,813.00	$1,745,906.00

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		$11,970,601.00	$0.00	$11,129,365.00	$753,886.00		$87,350.00	$11,970,601.00	
1	1.2	Professional Learning Communities	All	No			All Schools		$0.00	$123,782.00	$60,782.00	$63,000.00			$123,782.00	
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	All	No			All Schools		$0.00	$644,565.00	$440,439.00	$204,126.00			$644,565.00	
1	1.4	Instructional Technology	All	No			All Schools		$0.00	$238,441.00	$234,347.00	$4,094.00			$238,441.00	
1	1.5	Assessing and Monitoring Scholar Progress	All	No			All Schools		$0.00	$41,700.00	$41,700.00				$41,700.00	
1	1.6	Academic Interventions	All	No			All Schools		$972,911.00	$3,200.00	$963,632.00			$12,479.00	$976,111.00	
1	1.7	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$165,001.00	$0.00	$152,522.00			$12,479.00	$165,001.00	
1	1.8	School Safety	All	No			All Schools		$636,623.00	$374,716.00	$1,011,339.00				$1,011,339.00	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	All	No			All Schools		$0.00	$55,400.00	$55,400.00				$55,400.00	
2	2.2	Scholar Engagement	All	No			All Schools		$160,337.00	$2,700.00	$150,561.00			$12,476.00	$163,037.00	

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
2	2.3	Family Engagement	All	No			All Schools		$0.00	$11,200.00	$11,200.00				$11,200.00	
2	2.4	Support for the Whole Child	All	No			All Schools		$0.00	$17,500.00	$10,500.00	$7,000.00			$17,500.00	
2	2.5	Multi-Tiered Systems of Support for Scholars	All	No			All Schools		$160,340.00	$2,000.00	$162,340.00				$162,340.00	
3	3.1	Coaching and Supervision of Staff	All	No Yes	Schoolwide		All Schools		$0.00	$95,400.00	$95,400.00				$95,400.00	
3	3.2	Multi-Tiered System of Supports (MTSS)	All	No			All Schools		$0.00	$18,800.00	$18,800.00				$18,800.00	
3	3.3	Summer Professional Development for All Staff	All	No			All Schools		$0.00	$27,864.00	$27,864.00				$27,864.00	
3	3.4	Analytics Software	All	No			All Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	All	No Yes	Schoolwide		All Schools		$0.00	$19,575.00	$19,575.00				$19,575.00	
4	4.2	Teacher Ongoing Education	All	No			All Schools		$0.00	$10,300.00	$10,300.00				$10,300.00	
4	4.3	Summer Professional Development for All Staff	All	No			All Schools		$0.00	$28,763.00	$28,763.00				$28,763.00	

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
18304883	1456450	7.957%	6.191%	14.148%	$267,497.00	0.000%	1.461 %	**Total:**	$267,497.00
								LEA-wide Total:	$0.00
								Limited Total:	$152,522.00
								Schoolwide Total:	$114,975.00

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	$11,129,365.00	
1	1.2	Professional Learning Communities				All Schools	$60,782.00	
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials				All Schools	$440,439.00	
1	1.4	Instructional Technology				All Schools	$234,347.00	
1	1.5	Assessing and Monitoring Scholar Progress				All Schools	$41,700.00	
1	1.6	Academic Interventions				All Schools	$963,632.00	
1	1.7	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$152,522.00	
1	1.8	School Safety				All Schools	$1,011,339.00	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment				All Schools	$55,400.00	

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 (%)
2	2.2	Scholar Engagement				All Schools	$150,561.00	
2	2.3	Family Engagement				All Schools	$11,200.00	
2	2.4	Support for the Whole Child				All Schools	$10,500.00	
2	2.5	Multi-Tiered Systems of Support for Scholars				All Schools	$162,340.00	
3	3.1	Coaching and Supervision of Staff	Yes	Schoolwide		All Schools	$95,400.00	
3	3.2	Multi-Tiered System of Supports (MTSS)				All Schools	$18,800.00	
3	3.3	Summer Professional Development for All Staff				All Schools	$27,864.00	
3	3.4	Analytics Software				All Schools	$30,000.00	
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	Yes	Schoolwide		All Schools	$19,575.00	
4	4.2	Teacher Ongoing Education				All Schools	$10,300.00	
4	4.3	Summer Professional Development for All Staff				All Schools	$28,763.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,374,407.00	$15,989,243.00

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	$11,376,087	$11,816,921
1	**1.2**	Professional Learning Communities	No	$133,304	$67,741
1	**1.3**	Access to a Broad Course of Study and Standards-Aligned Course Materials	No	$609,727	$633,534
1	**1.4**	Instructional Technology	No	$208,125	$216,190
1	**1.5**	Assessing and Monitoring Student Progress	No	$23,000	$23,891
1	**1.6**	Academic Interventions	No	$982,541	$1,020,615
1	**1.7**	English Learner Support	Yes	$166,500	$172,952
1	**1.8**	School Safety	No	$1,080,336	$1,122,200
2	**2.1**	Staff Effectiveness in Supporting a Positive Learning Environment	No	$39,300	$40,823
2	**2.2**	Scholar Engagement		$325,081	$337,678
2	**2.3**	Family Engagement	No	$10,500	$10,907

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	No	$16,750	$17,399
2	2.5	Multi-Tiered Systems of Support for Scholars		$163,341	$169,670
3	3.1	Coaching and Supervision of Staff	No Yes	$102,364	$106,331
3	3.2	Multi-Tiered System of Supports (MTSS)	No	$9,800	$10,180
3	3.3	Summer Professional Development for All Staff	No	$29,013	$30,137
3	3.4	Home Visits		$10,000	$0
3	3.5	Analytics Software	No	$30,000	$31,163
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	No Yes	$19,575	$20,334
4	4.2	Teacher Ongoing Education	No	$10,300	$10,699
4	4.3	Summer Professional Development for All Staff	No	$28,763	$129,878

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)
1385526	$288,439.00	$299,617.00	($11,178.00)	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	1.7	English Learner Support	Yes	$166,500.00	172952		
3	3.1	Coaching and Supervision of Staff	Yes	$102,364.00	106331		
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	Yes	$19,575.00	20334		

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)
17540177	1385526	0	7.899%	$299,617.00	0.000%	1.708%	$1,085,909.00	6.191%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

  o 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,

  o 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:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

    o 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.

    o 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.

- o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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:

    o 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.

    o 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.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

   - o 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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