



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Adams Academy - El Dorado Hills

CDS Code: 09-10090-0136036

School Year: 2026-27

LEA contact information:

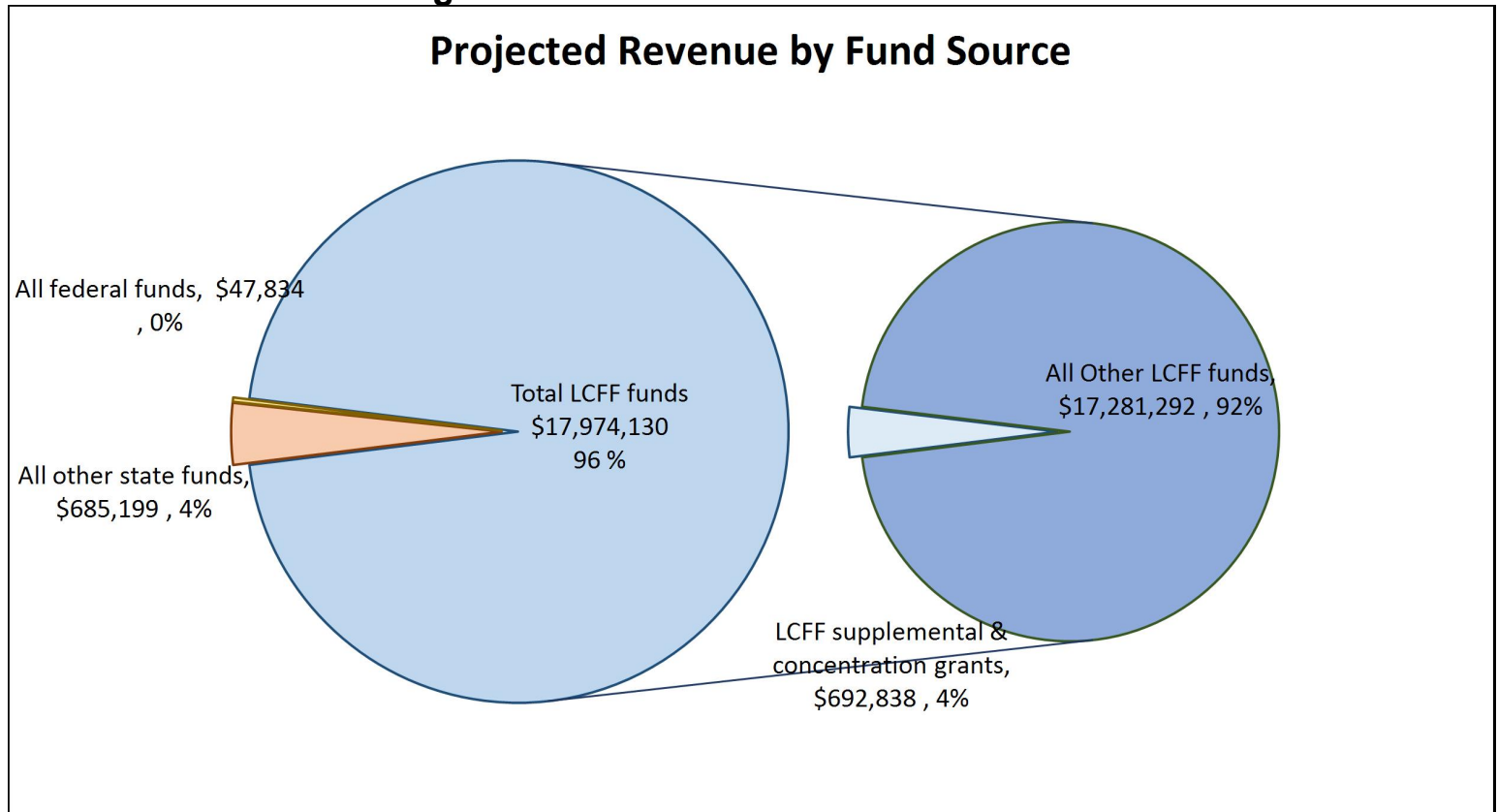
Troy Henke

Superintendent

(916) 780-6800

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

Budget Overview for the 2026-27 School Year

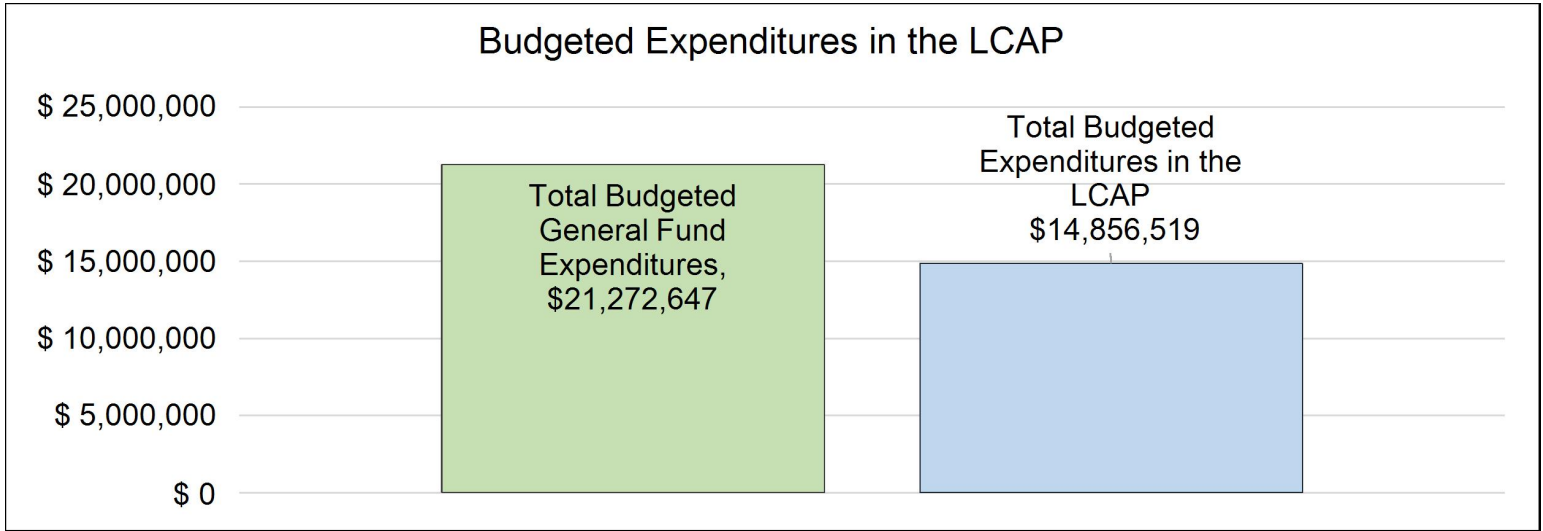


This chart shows the total general purpose revenue John Adams Academy - El Dorado Hills expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Adams Academy - El Dorado Hills is \$18,707,163.020,000,003, of which \$17,974,130 is Local Control Funding Formula (LCFF), \$685,199.01 is other state funds, \$ is local funds, and \$47,834.01 is federal funds. Of the \$17,974,130 in LCFF Funds, \$692,838.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Adams Academy - El Dorado Hills plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

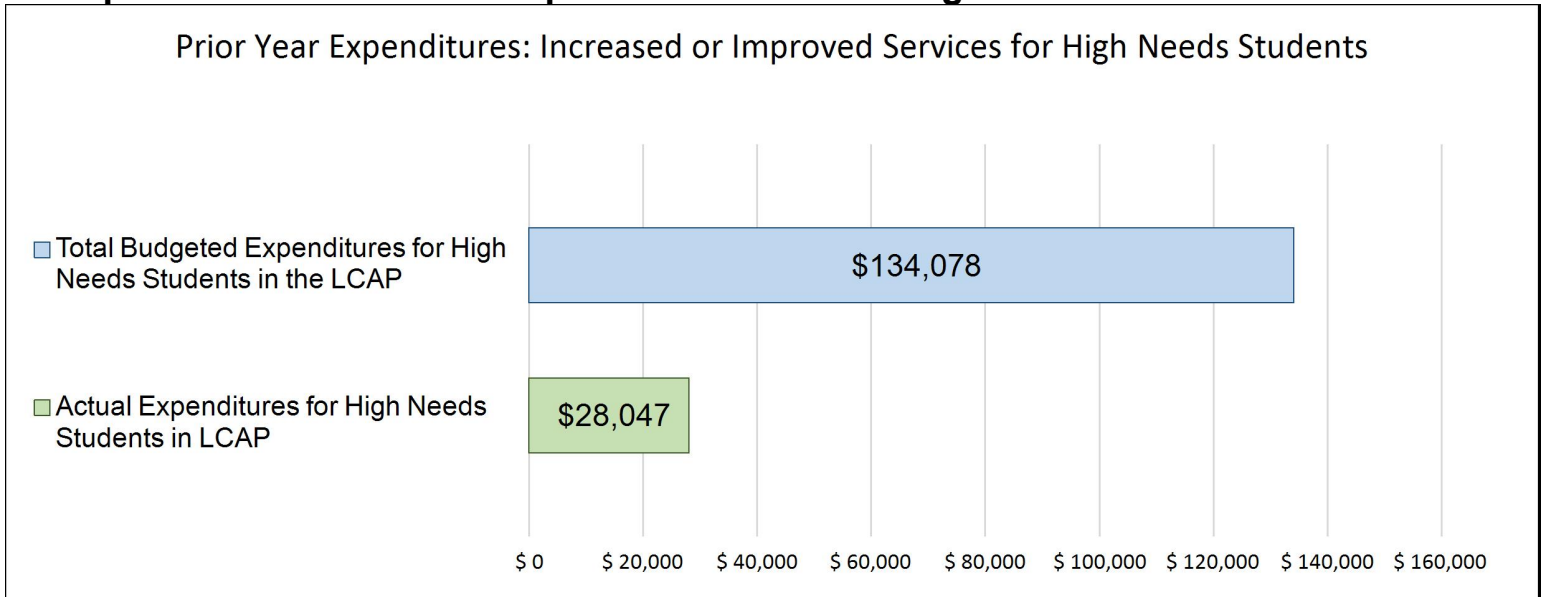
The text description of the above chart is as follows: John Adams Academy - El Dorado Hills plans to spend \$21,272,647 for the 2026-27 school year. Of that amount, \$14,856,519.24 is tied to actions/services in the LCAP and \$6,416,127.76 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, John Adams Academy - El Dorado Hills is projecting it will receive \$692,838.00 based on the enrollment of foster youth, English learner, and low-income students. John Adams Academy - El Dorado Hills must describe how it intends to increase or improve services for high needs students in the LCAP. John Adams Academy - El Dorado Hills plans to spend \$214,456.60 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what John Adams Academy - El Dorado Hills 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 - El Dorado Hills estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, John Adams Academy - El Dorado Hills's LCAP budgeted \$134,078.00 for planned actions to increase or improve services for high needs students. John Adams Academy - El Dorado Hills actually spent \$28,047.00 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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 - El Dorado Hills remains committed to continuous improvement, as reflected in our performance on the 2025 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 strong academic achievement and notable growth across multiple indicators. In English Language Arts, scholars performed 23.4 points above standard, reflecting a significant increase of 10.6 points, and maintaining a green performance level. Mathematics showed substantial improvement, with scholars now performing 0.4 points above standard, an increase of 15.9 points, resulting in a blue performance level. These gains are further supported by accelerated growth data, with 74.5% of scholars improving in ELA and 78.4% in mathematics, indicating that instructional strategies are effectively supporting scholar progress.

Despite these strong overall outcomes, disparities among scholar groups persist and remain an area of focus. English Learners continue to perform below standard in both ELA (21.5 points below) and mathematics (31.8 points below), although both areas showed meaningful improvement. Scholars with disabilities also remain below standard, particularly in mathematics (68.5 points below standard), despite gains in performance. Socioeconomically disadvantaged scholars demonstrated improvement and are approaching or exceeding standard in some areas, yet continued monitoring and targeted supports are necessary to ensure sustained progress and equity across all groups.

Attendance outcomes improved notable this year. Chronic absenteeism declined to 9.4%, a reduction of 4.0 percentage points, resulting in a green performance level. This reflects the positive impact of targeted attendance interventions and increased family engagement efforts. However, certain scholar groups, including socioeconomically disadvantaged scholars and scholars with disabilities, continue to experience higher rates of absenteeism, indicating a need for continued focused outreach and support.

Conversely, some indicators declined and require focused attention. The graduation rate decreased to 86.1%, a decline of 13.9 percentage points, and is currently at an orange performance level. It is important to note that the Academy's senior cohort size is relatively small, meaning that a difference of only a few scholars can significantly impact the overall rate. In several cases, scholars who exit the Academy without confirmed enrollment elsewhere are classified as non-graduates in the Dashboard, even when their ultimate outcomes may not reflect true dropouts. The Academy is working to strengthen exit tracking and documentation processes to ensure more accurate reporting of scholar outcomes. Similarly, the College and Career Indicator declined to 47.2% prepared, reflecting a 15.3 percentage point decrease from the prior year. The Academy is currently reviewing data reporting practices for this indicator to ensure that all eligible measures of college and career readiness are accurately captured, including recognition of scholars who qualify for distinctions such as the State Seal of Biliteracy and other qualifying achievements. While these outcomes are influenced in part by cohort size and data reporting factors, they also reinforce the importance of continuing to strengthen systems that support long-term scholar outcomes, particularly in secondary grades.

School climate and behavior data present a mixed picture. While chronic absenteeism improved, the suspension rate increased slightly to 2.6%, maintaining an orange performance level. Certain scholar groups, including socioeconomically disadvantaged scholars and scholars with disabilities, continue to experience disproportionately higher suspension rates, highlighting the need for continued emphasis on restorative practices, behavioral supports, and inclusive school culture strategies.

English Learner progress remained strong, with 61.0% of EL scholars making progress toward English proficiency, maintaining a green performance level. Additionally, science performance remained strong, with scholars performing 62.2 points above standard, demonstrating consistency in instructional effectiveness across content areas.

To address identified needs, John Adams Academy is implementing several targeted strategies. The Academy will continue to strengthen academic interventions, particularly for English Learners, scholars with disabilities, and socioeconomically disadvantaged scholars, through expanded use of data-driven instruction, targeted small-group support, and alignment of intervention systems. Efforts to improve graduation rates and college and career readiness will include increased academic monitoring, expanded counseling supports, and strengthened pathways to postsecondary success. Additionally, the Academy will continue to prioritize attendance improvement through family engagement, individualized outreach, and incentive programs.

Professional development remains a central focus, with continued emphasis on differentiated instruction, culturally responsive teaching practices, and strategies to support diverse learners. The Academy is also committed to strengthening school climate through restorative practices and proactive behavioral supports to reduce suspensions and improve scholar engagement.

As we move forward, John Adams Academy - El Dorado Hills remains dedicated to fostering academic excellence while addressing areas of need through data-driven decision-making. By building on areas of growth and strategically targeting areas for improvement, the Academy will continue to support all scholars in achieving success and fulfilling its mission of developing servant-leaders prepared for academic and personal achievement.

Reflections: Technical Assistance

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

Not applicable for John Adams Academy - El Dorado Hills.

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 - El Dorado Hills.

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 - El Dorado Hills.

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 - El Dorado Hills.

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
	2025-2026 Admin Academy meetings held weekly from August 27, 2025 through May 13, 2026.
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	<p>Parents have been engaged through parent advisory committees supported by our Parent Service Organization (PSO), surveys, town hall meetings, and monthly board meetings. These forums have provided opportunities for families to share their perspectives on school climate, instructional programs, and scholar success. Town hall meetings have been particularly valuable in fostering open dialogue, allowing parents to ask questions, provide feedback, and gain a deeper understanding of the Academy's goals and initiatives. Additionally, our parents regularly attend monthly board meetings, where they openly share their appreciation for programs and initiatives that are working well, as well as constructive feedback on areas for improvement. This consistent engagement ensures that our decision-making process remains transparent and responsive to the needs of our families. Parent input has been instrumental in shaping strategies for improving communication, strengthening family engagement, and enhancing support for English Learners and socioeconomically disadvantaged scholars. By incorporating parent voices into our LCAP planning, we ensure that our priorities align with the needs and concerns of the families we serve.</p> <p>Parent Service Organization Board Meetings held on September 24, 2025; November 20, 2025; February 18, 2026; and May 26, 2026.</p> <p>English Learner Advisory Committee Meetings held on October 10, 2025; December 5, 2025; February 13, 2026; and April 24, 2026.</p>

Educational Partner(s)	Process for Engagement
	John Adams Academy Board Meetings held on July 17, 2025; August 28, 2025; September 11, 2025; October 9, 2025; November 6, 2025; December 11, 2025; January 15, 2026; February 24, 2026; March 12, 2026; April 9, 2026; May 14, 2026; and June 18, 2026.
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.

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 - El Dorado Hills 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 toward 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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>

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: 18.8 pts above (Green) SWD: 60 pts below (Orange) EL: 25.8 pts below (No Color) SED: 1.7 pts above (Green)	2023-24: POINTS FROM STANDARD All: 21.8 pts above (Green) SWD: 59.9 pts below (Orange) EL: 30.2 pts below (No Color) SED: 5.7 pts below (Orange)	2024-25: POINTS FROM STANDARD All: 32.4 pts above (Green) SWD: 35.7 pts below (Yellow) EL: 21.5 pts below (Yellow) SED: 16.3 pts above (Blue)	Increase points from standard for all. Increase proficiency by 10% for all.	POINTS FROM STANDARD All: +13.6 pts SWD: +24.3 pts EL: +4.3 pts SED: +14.6 pts PROFICIENCY PERCENTAGES All: +6.12% SWD: +4.64% EL: -2.78% SED: +10.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PROFICIENCY PERCENTAGES All: 60.03% SWD: 28.36% EL: 25.00% SED: 52.43%	PROFICIENCY PERCENTAGES All: 59.12% SWD: 27.16% EL: 20.84% SED: 48.92%	PROFICIENCY PERCENTAGES All: 66.15% SWD: 33.00% EL: 22.22% SED: 62.74%		(increase desired)
1.2	iReady - Reading (1st-6th)	2023-24: TIER 1 2 3 PLACEMENT All: 66% 26% 8% SWD: 31% 38% 31% EL: 25% 50% 25% SED: 65% 26% 9%	2024-2025: TIER 1 2 3 PLACEMENT All: 66% 27% 7% SWD: 37% 38% 26% EL: 21% 43% 36% SED: 58% 33% 9%	2025-2026: TIER 1 2 3 PLACEMENT All: 63% 28% 9% SWD: 32% 33% 35% EL: 15% 46% 38% SED: 57% 29% 14%	Increase Tier 1 by 10% for all scholars and subgroups.	All: -3% SWD: +1% EL: -10% SED: -8%
1.3	NWEA MAP Growth Test - Reading (7th-12th)	2023-24: MEDIAN GROWTH PERCENTILE All: 54th (Yellow) SWD: 42nd (Yellow) EL: 71st (Green) SED: 53rd (Yellow) MEDIAN ACHIEVEMENT PERCENTILE All: 64th (Green) SWD: 41st (Yellow) EL: 19th (Red) SED: 64th (Green)	2024-25: MEDIAN GROWTH PERCENTILE All: 65th (Green) SWD: 64th (Green) EL: 41st (Yellow) SED: 64th (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 79th (Green) SWD: 46th (Yellow) EL: 39th (Orange) SED: 71st (Green)	2025-26: MEDIAN GROWTH PERCENTILE All: 61st (Green) SWD: 70th (Green) EL: 53rd (Yellow) SED: 62nd (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 77th (Green) SWD: 50th (Yellow) EL: 31st (Orange)	Increase percentile for all scholars.	MEDIAN GROWTH PERCENTILE All: +7 SWD: +28 EL: -18 SED: +9 MEDIAN ACHIEVEMENT PERCENTILE All: +13 SWD: +9 EL: +12 SED: +1 (increase desired)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SED: 65th (Green)		
1.4	Mathematics Indicator (CA Dashboard) CAASPP Mathematics Proficiency (% of scholars who met or exceeded standard)	2022-23: POINTS FROM STANDARD All: 20.7 pts below (Yellow) SWD: 87.1 pts below (Orange) EL: 51.7 pts below (No Color) SED: 47.2 pts below (Orange) PROFICIENCY PERCENTAGES All: 41.84% SWD: 16.17% EL: 16.67% SED: 33.01%	2023-24: POINTS FROM STANDARD All: 15.5 pts below (Green) SWD: 86.2 pts below (Orange) EL: 51.7 pts below (No Color) SED: 45.6 pts below (Orange) PROFICIENCY PERCENTAGES All: 42.93% SWD: 22.50% EL: 12.50% SED: 29.71%	2024-25: POINTS FROM STANDARD All: 0.4 pts above (Blue) SWD: 68.5 pts below (Yellow) EL: 31.8 pts below (Yellow) SED: 20.7 pts below (Green) PROFICIENCY PERCENTAGES All: 51.95% SWD: 26.00% EL: 18.51% SED: 39.47%	Increase points from standard for all. Increase proficiency by 10% for all.	POINTS FROM STANDARD All: +21.1 pts SWD: +18.6 pts EL: +19.9 pts SED: +26.5 pts PROFICIENCY PERCENTAGES All: +10.11% SWD: +9.83% EL: +1.84% SED: +6.46% (increase desired)
1.5	iReady - Mathematics (1st-6th)	2023-24: TIER 1 2 3 PLACEMENT All: 53% 40% 6% SWD: 29% 51% 20% EL: 21% 58% 21% SED: 53% 41% 7%	2024-2025: TIER 1 2 3 PLACEMENT All: 60% 32% 8% SWD: 33% 35% 32% EL: 21% 43% 36% SED: 53% 36% 10%	2025-2026: TIER 1 2 3 PLACEMENT All: 57% 35% 8% SWD: 33% 37% 30% EL: 15% 65% 19% SED: 50% 40% 10%	Increase Tier 1 by 10% for all scholars and subgroups.	All: +4% SWD: +4% EL: -6% SED: -3%
1.6	NWEA MAP Growth Test - Mathematics (7th-12th)	2023-24: MEDIAN GROWTH PERCENTILE All: 67th (Green)	2024-25: MEDIAN GROWTH PERCENTILE	2025-26 (MOY): MEDIAN GROWTH PERCENTILE	Increase percentile for all scholars.	MEDIAN GROWTH PERCENTILE All: -3 SWD: -12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 68th (Green) EL: 55th (Yellow) SED: 71st (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 67th (Green) SWD: 30th (Orange) EL: 48th (Yellow) SED: 67th (Green)	All: 64th (Green) SWD: 51st (Yellow) EL: 54th (Yellow) SED: 64th (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 74th (Green) SWD: 31st (Orange) EL: 41st (Yellow) SED: 63rd (Green)	All: 64th (Green) SWD: 56th (Yellow) EL: 52nd (Yellow) SED: 61st (Green) MEDIAN ACHIEVEMENT PERCENTILE All: 76th (Green) SWD: 38th (Orange) EL: 37th (Orange) SED: 63rd (Green)		EL: -3 SED: -10 MEDIAN ACHIEVEMENT PERCENTILE All: +9 SWD: +8 EL: -11 SED: -4 (increase desired)
1.7	Percentage of Scholars with successful course completion of AG courses (CA Dashboard)	2022-23: All: 33.3%	2023-24: All: 75%	2024-25: All: 80.6%	90% A-G completion rate	+5.6%
1.8	English Learner Progress Indicator (CA Dashboard) EL Scholars making progress toward English Language proficiency.	2022-23: 45.5%	2023-24: 62.5%	2024-25: 61%	60%	-1.5% (increase desired)
1.9	English Learner Reclassification Rate	2023-24: ELs: 18% LTELs: 38%	2024-25: ELs: 38.5% LTELs: 14.6%	2025-26: ELs: 16% LTELs: 25%	ELs: 20% LTELs: 10%	ELs: -2% LTELs: -13% (increase desired)
1.10	Teacher Retention Rate	2023-24: 75%	2024-25: 86%	2025-26: TBD	Increase teacher retention rate to 90%	Unavailable.
1.11	Lexia Usage Rate	2023-24:	2024-25:	2025-26:	Core5 (Grades TK-5): 100%	Core5: +86.6% PowerUp: Unavailable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Core5 (Grades TK-5): 4% PowerUp (Grades 6-12): Unavailable EL Usage: Unavailable	Core5 (Grades TK-5): 96.6% PowerUp (Grades 6-12): 16.6% EL Usage: 75%	Core 5 (Grades TK-5): 90.6% PowerUp (Grades 6-12): 21.1% EL Usage: 88.9%	PowerUp (Grades 6-12): 50% EL Usage: 100%	EL Usage: Unavailable (increase desired)

Goal Analysis [2025-26]

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

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

At the elementary level, implementation focused on strengthening foundational literacy and mathematics instruction through targeted intervention systems, progress monitoring, and instructional support. The site continued implementation of Lexia and MathFactLab to support differentiated instruction and intervention in reading and mathematics. Staff utilized ongoing data review processes and progress monitoring to identify scholars requiring additional academic support and to adjust instructional interventions throughout the year. Continued emphasis was placed on vocabulary development, writing instruction, and targeted support for English Learners. Academic support structures, including intervention opportunities and collaborative planning, were maintained throughout the school year to support scholar growth. Challenges included addressing the needs of scholars performing significantly below grade level and ensuring consistent academic growth across all performance bands.

At the secondary level, implementation focused on strengthening scholar performance in English Language Arts and Mathematics through increased use of Performance Tasks (PTs), instructional coaching, collaborative department work, and ongoing data monitoring. Secondary math teachers implemented instructional strategies aligned to Mike Schmoker's Basic Elements of Effective Teaching and collaborated around common pacing, Performance Task implementation, and classroom instructional practices. Humanities departments continued implementation of CAASPP-aligned writing Performance Tasks and collaborative scoring practices to improve scholar writing outcomes and instructional alignment. Department meetings, instructional walkthroughs, and scorecard systems were utilized to support data-informed instructional adjustments and monitor scholar progress throughout the school year. Successes included stronger collaboration within academic departments, increased focus on writing and problem-solving skills, and improved monitoring of scholar progress. Challenges included ensuring consistent implementation across courses and continuing to strengthen mathematics achievement and instructional alignment for all scholars.

In the online program, implementation focused on strengthening instructional systems and academic supports to improve scholar achievement. Program staff established measurable academic goals and engaged in ongoing monthly data review and reflection cycles to monitor scholar progress and refine instructional practices. The online program implemented mentoring cycles for teachers, strengthened PLC and grade-level collaboration structures, increased CAASPP Performance Task practice in tested grade levels, and emphasized instructional strategies aligned to the Seven Keys to Effective Teaching by Mike Schmoker. Challenges included addressing instructional

alignment and responding to areas of lower performance identified through i-Ready and MAP data, particularly in the elementary grades. Successes included stronger collaboration systems, targeted intervention planning, and increased use of data-informed instructional adjustments within the online setting

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 i-Ready data demonstrated positive movement from Beginning-of-Year (BOY) to Middle-of-Year (MOY) performance levels in both Reading and Math. Reading performance showed growth in the percentage of scholars performing Mid or Above Grade Level, increasing from 16% at BOY to 28% at MOY, while scholars performing two or more grade levels below decreased from 22% to 12% collectively. Mathematics performance also improved, with scholars performing Mid or Above Grade Level increasing from 7% at BOY to 16% at MOY, while scholars performing two or more grade levels below decreased from 23% to 13% collectively. These outcomes suggest that continued intervention efforts, progress monitoring systems, and targeted instructional supports positively impacted scholar achievement. While growth was evident, data also indicated continued need for intensive intervention support for scholars performing below grade level expectations, particularly in mathematics.

Secondary MAP assessment data reflected overall positive academic trends. Reading performance improved to 90% of scholars performing at or above the mean by Winter 2025-26, while Mathematics performance improved from 77% at or above the mean in Fall 2024-25 to 85% by Winter 2025-26. Continued emphasis on Performance Task practice, collaborative scoring, instructional alignment, and targeted instructional support contributed to improved academic performance trends. Increased focus on writing instruction and collaborative departmental analysis supported growth in scholar performance and instructional responsiveness. While data reflected overall improvement, mathematics achievement remained an area of continued focus, particularly in ensuring consistent instructional implementation and strengthening foundational mathematical understanding across grade levels.

In the online program, instructional coaching, PLC collaboration, mentoring cycles, and regular data review processes supported continuous improvement in teaching practices and academic intervention efforts. Analysis of i-Ready and MAP data provided valuable insight into scholar performance trends and helped identify areas requiring additional targeted support in literacy and mathematics. Increased CAASPP Performance Task practice supported assessment readiness in tested grade levels. While program data demonstrated areas needing continued growth and instructional alignment, the implementation of structured intervention planning and ongoing progress monitoring improved the program's ability to identify and respond to scholar academic needs in a timely manner.

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.

During the coming year, elementary will continue implementation of targeted intervention supports, including Lexia and MathFactLab, while refining Tier 2 reading and mathematics intervention systems for scholars performing below grade level expectations. The site will maintain

its emphasis on writing instruction and continue strengthening progress monitoring systems and instructional responsiveness to scholar data. Additional focus will be placed on increasing instructional consistency and providing targeted support for scholars demonstrating persistent academic gaps in literacy and mathematics.

At the secondary level, the program will continue implementation of Performance Task practices, collaborative department planning, and instructional coaching cycles. The mathematics program will continue refining instructional practices aligned to effective teaching strategies and increase opportunities for scholars to engage in problem-solving and Performance Task practice throughout daily instruction. Additional emphasis will be placed on instructional consistency, data analysis, scholar engagement, and targeted academic interventions to support continued growth in scholar achievement and retention. Reflection on prior practice also resulted in a continued focus on strengthening vertical alignment across courses and increasing use of data-informed instructional adjustments to better support scholar outcomes.

In the online program, several refinements are planned to strengthen scholar achievement in ELA and mathematics based on data analysis and program reflection. Beginning in the 2026–27 school year, the elementary master schedule will be revised to increase daily instructional time for mathematics. The online program will also implement a targeted intervention instructional plan, including the addition of a dedicated math and reading intervention/EL specialist to provide focused academic support for scholars. Adjustments to assessment administration timelines will better align testing windows with instructional pacing and scholar readiness. Additionally, the program is refining how scholar mastery and progress are measured through adjustments to the Canvas gradebook and implementation of Intelligent Insights reporting tools to provide more actionable academic data for instructional decision-making.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	<p>JAA has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible 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.</p> <p>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</p>	\$11,620,719.63	No

Action #	Title	Description	Total Funds	Contributing
		<p>Standards, adopted instructional materials, and classical pedagogy as defined in The Quill.</p> <p>New teachers and administrators are offered induction support, both to provide them with additional tools and strategies to develop their expertise and to assist them in advancing their professional credentials.</p> <p>Teachers receive continuous, formative feedback on their instruction. They participate in professional development focused on identified areas of scholar need and/or areas of personal growth. Teachers have a variety of opportunities to participate in leadership roles - lead teachers, data study teams, mentoring. Pursuance of advancement is encouraged and supported. We provide tuition assistance for Master's degrees and administrative credentials.</p> <p>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 trainings 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.</p>		
1.2	Professional Learning Communities	<p>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.</p> <p>Teachers, supported by administrators, participate in weekly, collaborative PLCs that focus on ensuring all scholars are provided a classical curriculum and access to resources that support them in meeting or exceeding specified learning targets.</p>	\$25,564.19	No

Action #	Title	Description	Total Funds	Contributing
		<p>Within our PLC work, our ALC (Academic Leadership Council) will meet and focus on essential questions such as: “What do we want the scholars to learn? How will we teach it effectively? How will we know they have learned it? What will we do if they did not learn it?” Does the scholar have the tools in place for scholars to continue learning and problem solving and learning on their own? We are constantly revisiting and refining our work around these questions.</p> <p>We will continue to focus on defining/refining our learning targets for scholars, supporting teachers’ instructional effectiveness, implementing common formative assessments and writing rubrics (with samples) to track scholar performance and continue to develop our MTSS plan for supporting all scholars. Teachers and administrators will continue to receive training and support in using data to drive instruction in aligned with the state standards, ELD standards, and preschool frameworks. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common formative assessments and classical pedagogy. Teachers will also meet in grade level teams as well as department/subject matter teams to review data and the best practices for scholar success. Teachers and administration had the opportunity to participate in professional development to understand the data to drive instruction for i-ready, MAP, Ellevation, and Lexia. Increase the Lexia usage for all scholars especially SWD and EL.</p> <p>JAA will provide professional development for teachers and administrators in classical education. PD will also be offered on best practices for classroom-based intervention support. Instructional aides will also be trained to assist with intervention. Scholar services staff will support our continuous improvement efforts by providing targeted training to teachers and staff.</p>		
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	\$313,413.75	No

Action #	Title	Description	Total Funds	Contributing
		<p>their critical thinking skills, language acquisition skills, memory and creativity.</p> <p>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.</p> <p>Teacher teams continue to work with the site administration to develop and/or refine curriculum maps, instructional guides and assessments to support scholars in meeting or exceeding specified learning targets. Much of this occurs in weekly, collaborative PLCs.</p>		
1.4	Instructional Technology	<p>We have incorporated an IT coordinator and contracted services to support staff promptly and look to add an Information System Database Technician within three years. As technology advances daily it is necessary to research a possible upgrade to a new Student Information System (SIS) due to current limitations of the current system and the benefits of a potential new one. Many educational partners have expressed the complicated interfaces that are difficult for students, faculty, and staff to navigate. Along with high costs and difficulty in obtaining support and updates. The current system also has Increased the time and resources required to perform routine tasks. During this research phase, the goal is to find a system with more accurate data, better reporting capabilities, and seamless integration with other educational technologies, automation of routine tasks, faster processing times, and reduced administrative burdens. Plus the ability to handle future growth and adapt to new educational trends and technologies.</p> <p>Teachers are supplied with up-to-date equipment, including but not limited to laptop computers, document cameras, web cameras, Chromebooks, speakers, and microphones.</p> <p>A variety of online tools are purchased yearly such as, Parent Square, iReady, Lexia, MAP to enhance teacher instruction and to simplify</p>	\$367,256.94	No

Action #	Title	Description	Total Funds	Contributing
		communications with scholars/parents. Additionally, professional development is regularly provided throughout the school year.		
1.5	Assessing and Monitoring Student Progress	<p>Successfully assessing and monitoring scholar progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their scholars' standards mastery and skill development. 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.</p> <p>At JAA, staff utilize a variety of tools to administer and collect scholar achievement data. Elementary teachers administer 3 iReady assessments in ELA and math throughout the year and secondary administers 3 MAP assessments. 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 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.</p>	\$20,292.47	No
1.6	Academic Interventions	<p>A priority for JAA over the next three years is developing and implementing a district-wide multi tiered system of support for our struggling scholars. Support staff play a key role in our plans. We plan to focus primarily on grades K-3 and provide them with targeted intervention training.</p> <p>The success of our intervention support staff relies on proper training and that they are given ample collaboration time with their partnering teachers. The well-trained support staff will lead to increased scholar performance. Additionally, our support staff need time to work with their teacher</p>	\$589,422.19	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
1.7	English Learner Support	<p>In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and coaching to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL Scholars.</p> <p>We strive to reclassify our English learners as fluent English proficient within five years. As our reclassified scholars perform on par or better than our English only scholars, we view reclassification as a key to our English Learners' long-term academic success. Currently, 45.5% 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.</p> <p>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.</p> <p>Our professional development for teachers will include a focus on designated and integrated ELD instruction, the intentional use of language objectives, and incorporating instructional strategies that support English language acquisition in all core subjects. El Site Coordinators and EL teachers participated in a TESOL training to better support EL scholars in the classroom. The Site Coordinator has been trained in Ellevation which</p>	\$80,245.49	Yes

Action #	Title	Description	Total Funds	Contributing
		helps to monitor the progress of all scholars, and specifically our EL scholars.		
1.8	School Safety	<p>Scholars cannot learn if they do not feel physically, social-emotionally and culturally safe at school. Effective school safety starts with prevention, and it encompasses a wide range of supports. This includes yearly up to date trainings and drills practiced by staff and scholars. Staff consistently seeking professional development and researching strategies, review and reflection on previous years data and shareholder feedback to shape future trainings.</p> <p>JAA works diligently to ensure safe, clean, and functional school facilities. We strive for all elements of our school facilities to score a "good repair" rating or better. Any deficiencies identified are reported to our Facilities department and a plan is made to expedite those repairs.</p>	\$1,448,078.73	No

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 along with our positive practices that celebrate the development of our scholars' character and virtues. According to our climate survey 33% of teachers requested professional development in positive behavioral support and classroom management. We believe this will result in improved attendance and behavior data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	2023-24: TK-6th: 94.7% 7th-12th: 94.1%	2024-25: TK-6th: 94.9% 7th-12th: 95.1%	2025-26: TK-6th: 96.3% 7th-12th: 96.2%	96%	TK-6th: +1.6% 7th-12th: +2.1% (increase desired)
2.2	Suspension Rate (CA Dashboard) Scholars suspended at least one	2022-23: All: 2.4% (Yellow) SWD: 3.1% (Yellow) EL: 2.9% (Green)	2023-24: All: 2.1% (Green) SWD: 5.5% (Red) EL: 1.8% (Green)	2024-25: All: 2.6% (Orange) SWD: 5.5% (Orange)	1%	All: +0.2% SWD: +2.4% EL: -1.5% SED: +0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	day.	SED: 3.3% (Orange)	SED: 1.6% (Green)	EL: 1.4% (Green) SED: 3.5% (Orange)		(decrease desired)
2.3	Expulsion Rate	2022-23: All: 0.2%	2023-24: All: 0%	2024-25: All: 0.1%	0%	All: -0.1% (decrease desired)
2.4	High School Graduation Rate (CA Dashboard)	2022-23: 88.9%	2023-24: 100%	2024-25: 86.1%	100%	-2.8% (increase desired)
2.5	High School Dropout Rate	2022-23: 11.1%	2023-24: 0%	2024-25: 13.9%	0%	+2.8% (decrease desired)
2.6	Middle School Dropout Rate	2022-23: 0%	2023-24: 0%	2024-25: 0%	0%	No change
2.7	School Climate Survey (Positive Feedback)	2023-24: 79%	2024-25: 50%	2025-26: 54%	85%	-25%

Goal Analysis [2025-26]

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

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

At the elementary level, implementation focused on strengthening school climate, scholar connectedness, and positive behavior systems through continued emphasis on the Academy's 10 Core Values and classroom expectations. Staff continued to reinforce schoolwide behavioral expectations, leadership development, and character education through classroom instruction, assemblies, recognition systems, and daily campus practices. Family engagement and communication efforts continued throughout the year through volunteer opportunities, campus events, parent communication systems, and stakeholder feedback opportunities. Professional development and staff collaboration focused on classroom management, scholar support, and maintaining positive learning environments that support both academic and social-emotional growth.

At the secondary level, implementation focused on promoting scholar engagement, positive campus culture, and scholar leadership opportunities aligned to the Academy mission and core values. Staff continued to reinforce behavioral expectations and school culture through mentorship opportunities, scholar leadership activities, classroom management practices, and ongoing communication with families. Secondary staff also focused on strengthening scholar accountability, supporting positive peer interactions, and maintaining safe and respectful learning environments. Challenges identified throughout implementation included maintaining consistency in behavior expectations across settings, addressing increased behavioral and social-emotional needs, and preserving a strong sense of community and

connectedness during periods of continued organizational growth and transition. Successes included continued family support for the Academy mission, strong scholar participation in school culture activities, and positive stakeholder perceptions regarding scholar leadership and character development..

In the online program, implementation efforts focused on strengthening scholar connectedness, family engagement, and staff collaboration in support of a positive school culture aligned to the academy's core values. The online program expanded communication systems through weekly parent meetings with administrators, increased use of ParentSquare and text-based communication systems, and close monitoring of family engagement with Canvas and communication platforms. Staff also maintained regular collaboration through lead teacher meetings, PLCs, and mentoring structures to support consistent implementation of program expectations and instructional practices. Challenges included fostering connection and engagement within a virtual environment, while successes included increased communication with families and stronger systems for collaboration and responsiveness to stakeholder needs.

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.

Stakeholder survey data reflected generally positive perceptions of school climate, scholar connectedness, and alignment with the Academy's mission and values at both the elementary and secondary levels. Families frequently identified the Academy's 10 Core Values, classical leadership model, and emphasis on servant leadership as strengths of the educational program. Parent survey feedback indicated that many scholars feel supported by staff, enjoy attending school, and benefit from positive relationships with teachers and adults on campus. Families also reported appreciation for the Academy's focus on character development, leadership, citizenship, and maintaining a structured learning environment.

At the elementary level, survey feedback reflected positive perceptions regarding scholar engagement, teacher support, and school culture. Families frequently referenced caring teachers, strong classroom environments, and the positive impact of the Academy's values-based approach. However, survey responses also identified areas requiring continued focus, including concerns related to classroom disruptions, bullying, behavior consistency, communication, and maintaining strong family connectedness as enrollment has grown.

At the secondary level, stakeholder feedback similarly reflected positive perceptions of scholar leadership development, academic culture, and school expectations. Families noted appreciation for the Academy's structure, behavioral expectations, and emphasis on scholar responsibility and citizenship. At the same time, survey responses indicated a continued need to strengthen communication, maintain consistent implementation of behavioral expectations, and support positive peer culture and scholar connectedness across the secondary program. Overall, stakeholder feedback suggests that implementation of school climate and connectedness initiatives has positively supported scholar culture and family engagement while also identifying areas for continued refinement and growth.

In the online program, expanded family engagement and communication systems improved responsiveness and strengthened relationships between families and program staff. Weekly parent meetings, enhanced communication efforts, and ongoing collaboration with the Online

PSO provided valuable stakeholder feedback and reinforced the importance of maintaining strong community connections in the virtual setting. Mentoring cycles and collaborative staff structures also supported consistent implementation of program expectations and contributed to a more connected and supportive learning environment for scholars. Feedback from families emphasized that communication and relationship-building efforts positively supported scholar connectedness and engagement within the online program.

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

Based on stakeholder feedback and reflection on implementation practices, the Academy will continue strengthening school climate, scholar connectedness, and family engagement efforts during the coming year. At the elementary level, additional emphasis will be placed on reinforcing positive behavior supports, strengthening classroom management consistency, and increasing opportunities for positive peer interaction and scholar recognition. The Academy will also continue refining communication systems and family engagement practices to strengthen collaboration and connectedness between home and school.

At the secondary level, the Academy will continue focusing on scholar leadership, positive campus culture, and reinforcement of schoolwide behavioral expectations aligned to the 10 Core Values. Additional attention will be given to strengthening consistency in behavior systems and scholar accountability practices across classrooms and campus settings. The Academy will also continue supporting staff collaboration and professional development related to classroom management, positive behavior supports, and scholar engagement strategies.

Across both elementary and secondary programs, stakeholder feedback highlighted the importance of maintaining a strong sense of community and positive school culture during periods of organizational growth and transition. As a result, the Academy will continue utilizing survey feedback, local indicator data, and stakeholder engagement processes to guide continuous improvement efforts focused on scholar belonging, family partnership, and positive school climate.

In the online program, several new strategies are planned to further strengthen scholar connectedness and family engagement during the 2026–27 school year. The program will host program-wide Back-to-School Night events to build stronger relationships between families, scholars, and staff at the beginning of the school year. The online program is also exploring the implementation of scholar-led conferences to increase scholar ownership, engagement, and family participation. Additionally, the program plans to continue expanding communication systems through increased use of text-based messaging and other engagement tools to improve responsiveness and accessibility for families. The addition of a full-time counselor will further support scholars' social-emotional and behavioral needs while helping strengthen school connectedness across the online program.

The family participation metric was removed after review of prior practice identified limitations in the calculation methodology. Future reporting will focus on total survey responses and stakeholder feedback trends.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Effectiveness in Supporting a Positive Learning Environment	<p>John Adams Academy offers resources and professional development to assist with fostering a positive school climate. This professional development is designed to improve school culture and promote the empowerment of scholars to improve their learning environment.</p> <p>Provide ongoing professional development on John Adams Academy's Patriot Pride and Make it Happen, positive behavior interventions and support program. Ensure Make it Happen assemblies are occurring once per month in order to celebrate scholars who exemplify the 10 Core Values.</p> <p>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 (see Goal 2, Action 4), depending on need. To support behaviors an implementation of a JAA Multitiered system of supports will need to be implemented along with a data analytics program to track behavior data.</p> <p>Additionally, in order for staff to be effective in supporting a positive learning environment, we need to ensure staff's own mental health is also supported. As such, John Adams Academy provides the Employee Assistance Program (EAP) through Sunlife.</p>	\$600.00	No
2.2	Scholar Engagement	<p>Expanded Tier 1 interventions will increase student engagement and achievement. Additionally, this will enable the counseling team to provide more academic counseling and mentorship for scholars in need.</p> <p>Implement a Leadership class for all 7th - 12th grade scholars. In this class, scholars and staff discuss vision, mission, and core values. This class is also a venue for scholars to receive one-on-one academic coaching. In addition, Leadership classes will plan and implement community service projects and participate in the daily Flag Ceremony. For all scholars to take a Leadership class, room has been made in the master</p>	\$164,345.56	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>The Academy provided professional development for Socratic Seminars through the Great Books training.</p> <p>Tools and resources for Staff Effectiveness in Supporting 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</p> <p>Outside professional development and/or resources available: Freedoms Foundation Classical Ed Institute/Arizona Cana Academy Leader in Me My Story Matters-Claim Your Story UD Masters Program Hillsdale College resources Society of Classical Learning</p>		
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	\$44,009.98	No

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

Action #	Title	Description	Total Funds	Contributing
		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 seen a rise in scholar need for mental health and social-emotional support, particularly over the 2020-21 school year. The increased need led to a strain on existing school counseling staff, who spent much of their time addressing Tier 3 issues and unable to provide proactive Tier 1 interventions. In order to address this need, the Academy will staff an MFT supervisor who can oversee MFT trainees at the sites. The trainees can assist scholars with social-emotional barriers to learning, particularly those in need of Tier 3 interventions. This will enable the counselors to focus on Tier 1 and 2 interventions and academic counseling.	\$18,260.61	No Yes
2.5	Multi-Tiered Systems of Supports for Scholars	Counselors at the site level to provide tiered support for scholars. Counselors to teach Core Value lessons in the classroom.	\$36,625.12	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)
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An explanation of why the LEA has developed this goal.

As a classical school, our philosophy of education and pedagogy differ from typical methodology taught in many teacher preparation programs. As such, upon starting at John Adams Academy, many teachers are challenged to make a shift in their instructional practices. Changing methods from teaching in a manner that is teacher-centered to a manner which is scholar-empowered requires a shift in mindset. Additionally, one of the core beliefs in classical education is that all people should be life-long learners: education is a journey toward “becoming”, a destination that is never quite reached as one grows in wisdom and virtue throughout life. In order to assist with both of these ideas, the Academy believes that professional development and mentoring are critical in order to help teachers master their craft, and in order for all staff to grow in the life-long endeavor of personal development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate (CA Dashboard)	2022-23: All: 12% (Yellow) SWD: 13.4% (Yellow) EL: 10.7% (No Color) SED: 18.7% (Yellow)	2023-24: All: 13.4% (Orange) SWD: 22.6% (Red) EL: 18.4% (No Color) SED: 18.4% (Orange)	2024-25: All: 9.4% (Green) SWD: 14.6% (Yellow) EL: 14.5% (Yellow) SED: 14.3% (Yellow)	Reduce chronic absenteeism for all to 10% (Green)	All: -2.6% SWD: +1.2% EL: +3.8% SED: -4.4% (decrease desired)
3.2	Scholars reporting they feel connected at school (School Climate Survey)	2023-24: Elementary: Unavailable Secondary: 87%	2024-25: Elementary: Unavailable Secondary: 81%	2025-26: Elementary: 75% Secondary: 66%	Increase percentage to 95%	Elementary: Unavailable Secondary: -21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(increase desired)
3.3	Perfect Attendance Rate	2023-24: Elementary: 0.9% Secondary: 2.8%	2024-25: Elementary: 2.2% Secondary: 4.0%	2025-26: Elementary: 3.5% Secondary: 3.5%	5%	Elementary: +2.6% Secondary: +0.7% (increase desired)

Goal Analysis [2025-26]

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

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

At the elementary level, implementation of Goal 3 focused on improving scholar attendance through consistent family outreach, attendance monitoring, positive attendance incentives, and academic support systems designed to strengthen school connectedness and reduce barriers to attendance. Site staff conducted regular communication with families regarding attendance concerns and reinforced attendance expectations through ongoing outreach and support. Attendance data was reviewed regularly to identify attendance trends and scholars requiring additional intervention. Positive attendance incentives and recognition systems were utilized to encourage consistent attendance habits and reinforce scholar engagement. Elementary implementation efforts also included the introduction of a daily attendance display board in the front office that tracked daily absences and tardies against schoolwide attendance goals. This visual system reinforced attendance awareness and promoted a culture of accountability and positive attendance habits among scholars, staff, and families. Academic supports, including intervention opportunities and independent study options during periods of absence, were also implemented to help scholars maintain academic progress and connection to school.

At the secondary level, implementation similarly focused on strengthening attendance systems, improving scholar engagement, and supporting positive school connectedness. Staff continued to monitor attendance trends and maintain communication with families regarding attendance concerns and intervention strategies. Attendance supports included individualized outreach, academic recovery opportunities, and interventions intended to support scholars experiencing attendance challenges. Staff also participated in county-led attendance and chronic absenteeism training to strengthen data analysis practices and improve the site's ability to identify attendance concerns earlier and implement targeted interventions. Successes included increased awareness of attendance expectations, stronger use of attendance data to guide interventions, and improved collaboration between staff and families regarding attendance concerns. Challenges included the continued need for earlier identification of at-risk scholars, subgroup attendance disparities, and maintaining consistent scholar engagement and connectedness throughout the school year.

In the online program, implementation efforts focused on increasing scholar engagement, accountability, and family connection to support consistent participation and reduce barriers to attendance. The online program strengthened communication systems through weekly parent meetings, expanded use of platform and text-based communication, and ongoing monitoring of family engagement with Canvas. Program staff also implemented an Academic Probation process to provide targeted accountability and intervention for scholars demonstrating concerns related to engagement or academic participation. Regular collaboration among administrators, lead teachers, and support staff

allowed the program to monitor scholar participation trends and respond proactively to scholar needs. Challenges included maintaining consistent engagement and connectedness within the virtual learning environment, while successes included stronger communication systems and increased opportunities for targeted support and intervention.

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.

Dashboard data reflected overall improvement in chronic absenteeism rates for the All student group, decreasing from 12% in 2022-23 to 9.4% in 2024-25, resulting in a Green performance level on the California Dashboard. Socioeconomically Disadvantaged (SED) scholars also demonstrated improvement, decreasing from 18.7% to 14.3% during the same period. While overall improvement was evident, chronic absenteeism rates for English Learners and Students with Disabilities remained areas requiring continued focus and targeted intervention.

Internal attendance data also reflected generally stable and positive attendance trends throughout the 2025-26 school year. At the elementary level, average attendance rates remained consistently above 94%, with 2025-26 monthly attendance rates generally exceeding prior years across multiple reporting periods. Secondary attendance data similarly reflected improvement trends, with overall attendance rates increasing compared to prior years and several months exceeding 96% attendance. The implementation of attendance monitoring systems, family outreach, positive attendance incentives, and visual attendance awareness strategies, including the elementary daily attendance display board, contributed to increased awareness of attendance expectations and strengthened scholar engagement and connectedness to school.

The actions implemented under Goal 3 were effective in strengthening communication with families, increasing staff awareness of attendance trends, and improving the site's ability to utilize attendance data to guide interventions and support services. However, analysis of attendance trends and subgroup data indicates the continued need for more proactive early identification systems and targeted interventions for scholars demonstrating patterns of chronic absenteeism or disengagement. Continued focus is needed to strengthen attendance supports for high-needs subgroups and ensure scholars remain consistently connected and engaged in the school community.

In the online program, increased communication systems and targeted intervention processes improved the program's ability to monitor and respond to scholar engagement concerns. The implementation of Academic Probation provided additional accountability structures and intervention supports for scholars needing increased participation and academic monitoring. Feedback from parents and the Online PSO reinforced the importance of communication and relationship-building in promoting school connectedness and scholar engagement. Expanded monitoring of Canvas participation and communication responsiveness also helped staff identify scholars needing additional support more effectively. These efforts contributed to a stronger system for addressing barriers to engagement and attendance within the online setting.

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

Based on analysis of attendance trends, Dashboard data, and implementation practices, the Academy will continue refining attendance intervention systems and strengthening proactive supports during the coming year. At the elementary level, the site will continue utilizing attendance monitoring systems, family outreach practices, attendance incentives, and visual attendance awareness tools while increasing emphasis on early identification of scholars at risk for chronic absenteeism. Additional focus will be placed on strengthening communication with families and improving responsiveness to emerging attendance concerns before patterns become chronic.

At the secondary level, the Academy will continue implementing targeted attendance interventions, data monitoring practices, and scholar support systems intended to strengthen engagement and school connectedness. Staff will continue refining the use of attendance data to guide decision-making and identify scholars requiring additional support earlier in the intervention process. Continued collaboration between administration, counselors, teachers, and families will remain a priority to ensure attendance concerns are addressed consistently and proactively.

Across both elementary and secondary programs, reflection on prior practice indicated the importance of strengthening proactive intervention systems and maintaining strong scholar relationships and school connectedness to support improved attendance outcomes. As a result, the Academy will continue refining attendance practices, strengthening data analysis systems, and implementing targeted supports intended to reduce chronic absenteeism and sustain positive scholar engagement.

In the online program, several refinements are planned to further strengthen scholar engagement, connectedness, and consistent participation during the 2026–27 school year. The program will continue expanding family communication systems, including increased use of text-based messaging and engagement monitoring tools. Program-wide Back-to-School Night events and the exploration of scholar-led conferences are intended to strengthen scholar ownership and family connection to the school community. Additionally, the hiring of an additional full-time counselor will provide increased support for scholars' social-emotional, behavioral, and engagement needs. The online program will also continue refining data analytics and monitoring systems through the use of Intelligent Insights reporting tools to better identify patterns related to engagement, participation, and intervention needs within the virtual learning environment.

Based on implementation, the metric measuring EL and SED participation in before and after school programs was removed due to challenges in consistently tracking participation data for these subgroups.

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	\$25,564.19	No

Action #	Title	Description	Total Funds	Contributing
		positive learning environment for all scholars. Create a system wide onboarding policy for all new staff.		
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.	\$28,274.96	No
3.3	Summer Professional Development for All Staff	<p>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.</p> <p>Resources that provided training in our model, pedagogy and philosophy, which rooted our teachers in the Mission, Implementation and curriculum at John Adams Academy are:</p> <p>National Symposium of Classical Education, Reacting Consortium, Freedoms Foundation, APEX, Great books training, Classical U, Society for Classical Education (Foundation funded), Logic of English, University of Dallas, Doug Reeves-Deep Change Leadership, and The Art of Mentoring. Also, several in house PD provided by the faculty of JAA both at the beginning of the year and in January.</p>	\$10,000.00	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.	\$31,177.43	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$692838	\$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
3.854%	0.000%	\$0.00	3.854%

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
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: English Learner Support</p> <p>Need: Improve ELA and Math scores.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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%
2.2	<p>Action: Scholar Engagement</p> <p>Need: Reduce chronic absenteeism</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	When scholars are engaged and connected they attend school	Chronic absenteeism rate decreases
2.4	<p>Action: Support for the Whole Child</p> <p>Need: Reduce chronic absenteeism</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Increase scholar engagement and school connectedness	Chronic absenteeism rate decreases

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$235,096 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 2.64%. Our LEA has demonstrated that it has met the 2.64% proportionality percentage by planning to expend all the supplemental and/or concentration 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	17976278	692838	3.854%	0.000%	3.854%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$14,191,783.64	\$685,199.01	\$0.00	\$47,834.01	\$14,856,519.24	\$12,746,896.53	\$2,109,622.71

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		\$11,620,719.63	\$0.00	\$11,620,719.63				\$11,620,719.63	
1	1.2	Professional Learning Communities	All	No			All Schools		\$0.00	\$25,564.19		\$25,564.19			\$25,564.19	
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	All	No			All Schools		\$0.00	\$313,413.75		\$313,413.75			\$313,413.75	
1	1.4	Instructional Technology	All	No			All Schools		\$0.00	\$367,256.94	\$37,541.59	\$329,715.35			\$367,256.94	
1	1.5	Assessing and Monitoring Student Progress	All	No			All Schools		\$0.00	\$20,292.47	\$20,292.47				\$20,292.47	
1	1.6	Academic Interventions	All	No			All Schools		\$589,422.19	\$0.00	\$573,477.52			\$15,944.67	\$589,422.19	
1	1.7	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$80,245.49	\$0.00	\$64,300.82			\$15,944.67	\$80,245.49	
1	1.8	School Safety	All	No			All Schools		\$255,538.54	\$1,192,540.19	\$1,448,078.73				\$1,448,078.73	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	All	No			All Schools		\$0.00	\$600.00	\$600.00				\$600.00	
2	2.2	Scholar Engagement	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$164,345.56	\$0.00	\$148,400.89			\$15,944.67	\$164,345.56	
2	2.3	Family Engagement	All	No			All Schools		\$0.00	\$44,009.98	\$44,009.98				\$44,009.98	

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	2.4	Support for the Whole Child	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools		\$0.00	\$18,260.61	\$1,754.89	\$16,505.72			\$18,260.61	
2	2.5	Multi-Tiered Systems of Supports for Scholars	All	No			All Schools		\$36,625.12	\$0.00	\$36,625.12				\$36,625.12	
3	3.1	Coaching and Supervision of Staff	All	No			All Schools		\$0.00	\$25,564.19	\$25,564.19				\$25,564.19	
3	3.2	Multi-Tiered System of Supports (MTSS)	All	No			All Schools		\$0.00	\$28,274.96	\$28,274.96				\$28,274.96	
3	3.3	Summer Professional Development for All Staff	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.4	Analytics Software	All	No			All Schools		\$0.00	\$31,177.43	\$31,177.43				\$31,177.43	
4	4.1	Staff Effectiveness in facilitating Classical Pedagogy.	All	No			All Schools		\$0.00	\$12,768.00	\$12,768.00				\$12,768.00	
4	4.2	Teacher Ongoing Education	All	No			All Schools		\$0.00	\$19,100.00	\$19,100.00				\$19,100.00	
4	4.3	Summer Professional Development for All Staff	All	No			All Schools		\$0.00	\$800.00	\$800.00				\$800.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
17976278	692838	3.854%	0.000%	3.854%	\$214,456.60	0.000%	1.193 %	Total:	\$214,456.60
								LEA-wide Total:	\$0.00
								Limited Total:	\$214,456.60
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff				All Schools	\$11,620,719.63	
1	1.2	Professional Learning Communities				All Schools		
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials				All Schools		
1	1.4	Instructional Technology				All Schools	\$37,541.59	
1	1.5	Assessing and Monitoring Student Progress				All Schools	\$20,292.47	
1	1.6	Academic Interventions				All Schools	\$573,477.52	
1	1.7	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$64,300.82	
1	1.8	School Safety				All Schools	\$1,448,078.73	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment				All Schools	\$600.00	

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	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$148,400.89	
2	2.3	Family Engagement				All Schools	\$44,009.98	
2	2.4	Support for the Whole Child	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$1,754.89	
2	2.5	Multi-Tiered Systems of Supports for Scholars				All Schools	\$36,625.12	
3	3.1	Coaching and Supervision of Staff				All Schools	\$25,564.19	
3	3.2	Multi-Tiered System of Supports (MTSS)				All Schools	\$28,274.96	
3	3.3	Summer Professional Development for All Staff				All Schools	\$10,000.00	
3	3.4	Analytics Software				All Schools	\$31,177.43	
4	4.1	Staff Effectiveness in facilitating Classical Pedagogy.				All Schools	\$12,768.00	
4	4.2	Teacher Ongoing Education				All Schools	\$19,100.00	
4	4.3	Summer Professional Development for All Staff				All Schools	\$800.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,819,639.00	\$14,374,680.87

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	\$11,845,797.00	11,299,780.80
1	1.2	Professional Learning Communities	No	\$78,055.00	20,791.52
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	No	\$612,873.00	247,496.70
1	1.4	Instructional Technology	No	\$128,493.00	362,734.46
1	1.5	Assessing and Monitoring Scholar Progress	No	\$34,200.00	29,703.51
1	1.6	Academic Interventions	No	\$404,008.00	580,045.13
1	1.7	English Learner Support	Yes	\$140,000.00	78,097.80
1	1.8	School Safety	No	\$1,171,543.00	1,262,714.49
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	No	\$33,400.00	10,039.75
2	2.2	Scholar Engagement	No	\$119,578.00	188,997.39
2	2.3	Family Engagement	No	\$8,200.00	67,719.56

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	\$13,500.00	20,999.71
2	2.5	Multi-Tiered Systems of Supports for Scholars	No	\$118,878.00	119,068.12
3	3.1	Coaching and Supervision of Staff	No	\$58,732.00	20,791.52
3	3.2	Multi-Tiered System of Supports (MTSS)	No	\$5,800.00	9,562.98
3	3.3	Summer Professional Development for All Staff	No	\$16,582.00	16,582.00
3	3.4	Analytics Software	No	\$30,000.00	39,555.43

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$134,078.00	28,047.00	\$134,078.00	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	\$134,078.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17,976,278		0	0.000%	28,047.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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