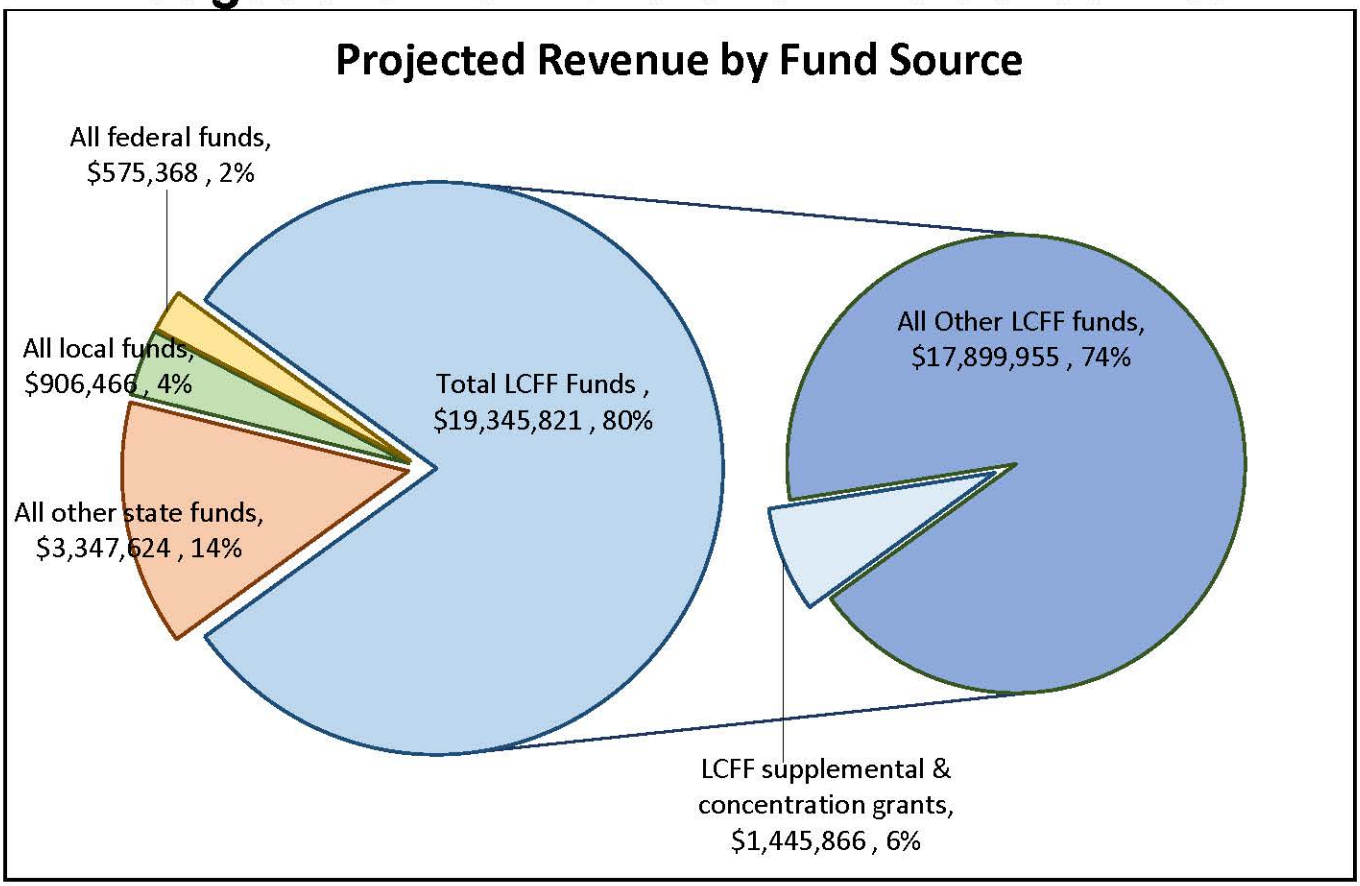
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: John Adams Academy - Roseville
CDS Code: 31669280121418
School Year: 2024-25
LEA contact information:
Troy Henke
Superintendent
troy.henke@johnadamsacademy.org
(916) 780-6800

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

Budget Overview for the 2024-25 School Year

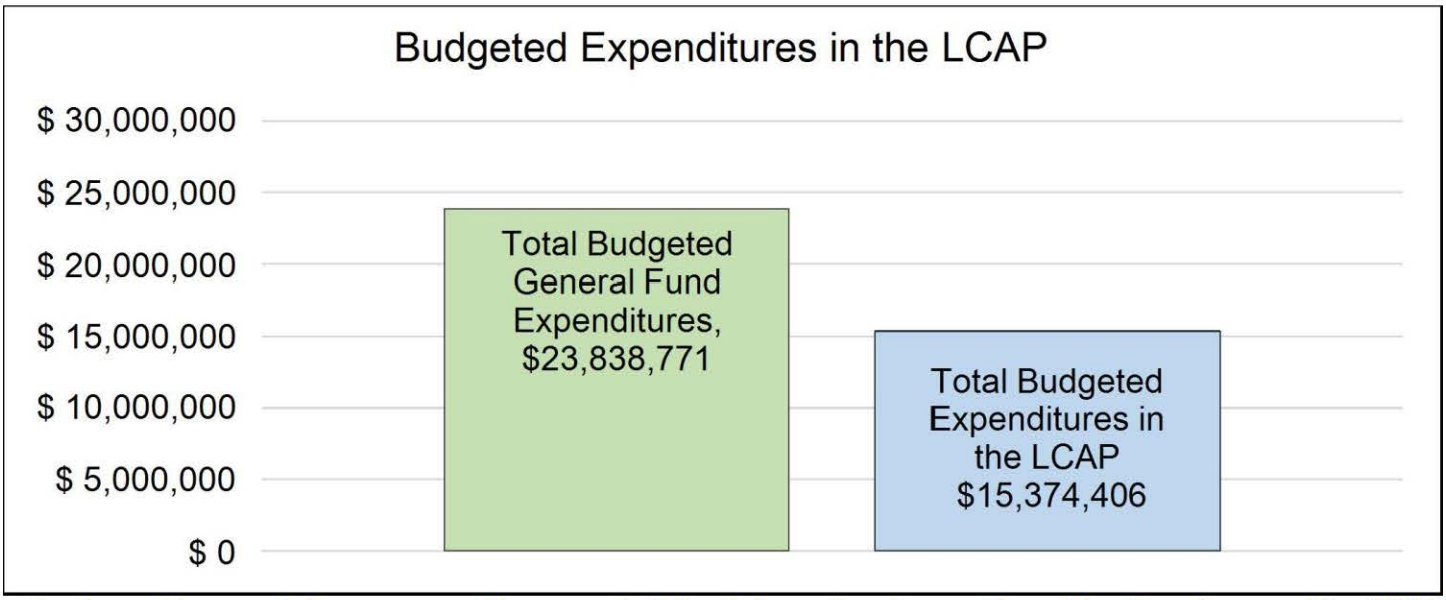


This chart shows the total general purpose revenue John Adams Academy - Roseville expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Adams Academy - Roseville is $24,175,279, of which $19345821 is Local Control Funding Formula (LCFF), $3347624 is other state funds, $906466 is local funds, and $575368 is federal funds. Of the $19345821 in LCFF Funds, $1445866 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 - Roseville plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: John Adams Academy - Roseville plans to spend $23838771 for the 2024-25 school year. Of that amount, $15374406 is tied to actions/services in the LCAP and $8,464,365 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 2024-25 School Year

In 2024-25, John Adams Academy - Roseville is projecting it will receive $1445866 based on the enrollment of foster youth, English learner, and low-income students. John Adams Academy - Roseville must describe how it intends to increase or improve services for high needs students in the LCAP. John Adams Academy - Roseville plans to spend $1445866 towards meeting this requirement, as described in the LCAP.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	JAA will increase proficiency and achievement of all scholars.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard ELA Indicator	2020: No Data 2019: 14 points above standard, increase of 16.9 points Overall Color: Blue Student Group Colors: Blue: White Green: Socioeconomically Disadvantaged Yellow: Students with Disabilities, English Learners, Hispanic	The 2021 Dashboard did not provide data for ELA indicator. 2020-21 CAASPP Achievement Rates: ELA: 57.02% Met or Exceeded standards	2022: The Dashboard did not provide colors this year. Instead it reported out very high, high, medium, very low, and low. Overall: High-11.9 points above the standard Student Groups: Low: English learners, Hispanic, Socioeconomically Disadvantaged, students with Disabilities	2023: 5.2 pts below standard declined 17.1 All scholars color-Orange SWD: Red 87.2 below standard decline:18.4 EL: Orange 43.5 below standard decline: 19.2 Socioeconomically Disadvantaged: 18.3 below standard decline: 9.5	20 points above standard All Students Color - Blue Green or Blue Colors for all student groups
CA Dashboard Math Indicator	2020: No Data 2019: 13.9 points below standard, increase of 4 points Overall Color: Green Student Group Colors:	The 2021 Dashboard did not provide data for ELA indicator. 2020-21 CAASPP Achievement Rates: ELA: 41.08% Met or Exceeded standards	2022: Low- 26.8 below standard Student Groups: Low: English learners, Hispanic, Two or more races,	2023: 35.3 pts below standard declined 8.5 All scholars color: Orange	5 points above standard All Students Color: Green Green or Blue colors for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Green: Socioeconomically Disadvantaged Yellow: English Learners, Hispanic, White Orange: Students with Disabilities		Socioeconomically Disadvantage, Very Low: Students with Disabilities	SWD: Red 118.6 points below standard Declined 13.3 Points EL: Orange 68.3 points below standard Declined 22.2 Points SD: Orange 48.9 points below standard Declined 22.2 Points	
I-Ready - Reading	2020-21 data: Tier 1 69% Tier 2 21% Tier 3 10%	2021-22 data: Tier 1: 39% Tier 2: 20% Tier 3: 26% Tier 4: 6% Tier 5: 9% *iReady measures achievement at 5 levels starting in 2021-22. Conversion from 2020-21: Tier 1 = Levels 2 & 3; Tier 2 = Levels 3 & 4; Tier 3 = Level 5	2022: Tier 1: 67% Tier 2: 25% Tier 3: 8% Growth: Increase of 30% from the start of this school year.	2023-24: Tier 1: 64% Tier 2: 27% Tier 3: 10%	Tier 1 80% Tier 2 15% Tier 3 5%
I-Ready - Mathematics	2020-21 data: Tier 1: 63% Tier 2: 28% Tier 3: 9%	2021-22 data: Tier 1: 27% Tier 2: 28% Tier 3: 30% Tier 4: 8% Tier 5: 7% *iReady measures achievement at 5	2022: Tier 1: 62% Tier 2: 33% Tier 3: 6% Growth: Increase of 38% from the start of this school year.	2023-24: Tier 1: 56% Tier 2: 35% Tier 3: 3%	Tier 1: 75% Tier 2: 20% Tier 3: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		levels starting in 2021-22. Conversion from 2020-21: Tier 1 = Levels 2 & 3; Tier 2 = Levels 3 & 4; Tier 3 = Level 5			
California Dashboard College and Career Indicator	2020: No Data 2019: 59.1% prepared Overall Color: Green Student Group Colors: Yellow: White No Performance Color: All other groups	The 2021 Dashboard did not provide data for College and Career indicator.	2022: Not reported	2023-24: 54.2% prepared Status: Medium no color assigned	75% prepared All Students Color: Green Green or Blue colors for all student groups
A-G Completion Rate	2020: 60% of graduates completed the A-G requirements	2021: 69.6% of graduates completed the A-G requirements	2022: 83% of graduates completed the A-G requirements.	2023-24: 83%	80% of graduates complete A-G requirements
California Dashboard English Learner Progress Indicator	70.5% making progress towards English language proficiency Performance Level: Very High	The 2021 Dashboard did not provide data for EL Progress indicator.	2022:High-59.6% making progress towards English Language Proficiency.	2023-24: 55.5% making progress towards English language proficiency Declined 4.2%	80% making progress towards English language proficiency Performance Level: Very High
English Learner Reclassification Rate	12% of English learners were reclassified	5.4% of English learners were reclassified *COVID related restrictions impacted the ability to	13% Scholars of English Learners have been reclassified.	6% of English Learners to be reclassified	15% of English learners to be reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		fully assess EL scholars for reclassification.			
NWEA-MAP Reading/Secondary	N/A	N/A	2022-23 Achievement Percentages 7th: 31% Met/Exceeded 8th: 40% Met/Exceeded 9th: 57% Met/Exceeded 10th: 56% Met/Exceeded 11th: 55% Met/Exceeded 12th:65% Met/Exceeded	2023-24: 62% Met Standard	80% Met/Exceeded
NWEA-MAP-Math/Secondary	N/A	N/A	2022-23 Achievement Percentages 7th:30 % Met/Exceeded 8th:39 % Met/Exceeded 9th: 53% Met/Exceeded 10th:49 % Met/Exceeded 11th: 47% Met/Exceeded 12th:60% Met/Exceeded	2023-24: 55% Met Standard	75% Met/Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

John Adams Academy used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress in meeting the following goal: JAA will increase proficiency and achievement of all scholars.

Actions and services related to recruiting, hiring, retaining, and training credentialed staff were fully implemented(1.1) 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, curriculum, learning outcomes, and 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 (1.2) Implementation Status: Initial implementation. LEA hired an outside consultant firm to train all staff on the PLC process and is in the process of creating policies and procedures for supporting new teachers, as well as ensuring PD is provided throughout the LEA for both classified and certified staff members.

Growth and achievement percentiles were compared from year to year of exceeded or met in both ELA and Math. For elementary iReady data was analyzed and secondary used NWEA as well as the California dashboard. All scholars have access to standards-aligned instructional materials where applicable. Teachers utilize those instructional materials, along with other curricular resources to align their instruction with the Academy's Classical Leadership Education model. (1.3) This year new Chromebooks were purchased to ensure and support standardized testing as well as classroom needs (1.4) Successfully assessing and monitoring scholar progress hinges on the development and implementation of system that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their scholars standards mastery and skill development (1.5) One substantive differences was the implementation of a new reading curriculum, The Logic of English. This action was not implemented as planned as mentor teachers/curriculum team was appointed by NSD instead of through the PLC process with teacher teams and site admin in order to develop and refine curriculum maps, instructional guides and assessments to support scholars in meeting or exceeding specified learning targets(1.3).

Successes in Implementation:

Increased the training for campus supervisors to include proper norms for communicating with scholars, especially when correcting behavior. The campus safety coordinator has received training for various safety procedures and provided training for campus supervisors (1.8) All teachers and Admin had the opportunity to learn the process of effective PLC's from Creative Leadership Solutions. Training in the summer for Admin and have had the consultants on site several times to observe and coach our PLCs. The Academy has written and shared detailed descriptions of curriculum, standards, and resources for each grade level in elementary. The secondary had a similar update to its curriculum last year in some subjects and grade levels. Those are anticipated to be completed in the next year. Teachers have participated in several individual and campus wide professional development events.(1.2)

Challenges in Implementation:
The current shortage of teachers across California makes hiring 100% credentialed teachers difficult (1.1)Training for classified staff is not explicitly mandated, therefore, some paraeducators choose not to be trained because they have attended prior training for the academy for many years or have prior commitments. Additionally, scheduling training during the year is challenging because of staff shortages for subs, disruption of student services, and scheduling conflicts (1.1, 1.2). This year the school implemented a new reading curriculum, The Logic of English for elementary that was lead by the mentor teachers instead of the teacher teams and site admin therefore there was lack of buy in and effectiveness (1.3)

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The actions outlined in Goal One supported the progress in meeting the following goal: JAA will increase the proficiency and achievement of all scholars. Due to school closures and high teacher/staff turnover, many actions did not go into effect until the last year and therefore have proven ineffective.

Action 1.1 Highly Qualified Administrators, Teachers, and Instructional Support Staff; Implementation Status: Full implementation. The LEA's team is in the process of creating policies and procedures for supporting new teachers, as well as ensuring PD is provided throughout the

LEA for both classified and certified staff members. No substantive difference in the planned action compared to the actual implementation. Continue with professional development days (9 per year) to help advance the skills of academic pedagogy.

Action 1.2 Professional Learning Community (PLC):Metric: ELA, Math, and Writing: Literacy is the base of all academic achievement. NWEA and iReady will be used in several capacities to improve scholar literacy. First pre and post-assessment using the NWEA/iReady program will be included in LEA internal data. Lexia Core5 is a supplemental resource aimed at developing fundamental academic language skills in early grades through age-appropriate tasks and resources that target oral language skills through activities in listening, comprehension, visualizing, and categorization that was not fully utilized as not all teachers are bought into this program.
Action 1.3 The Curriculum team that developed, implemented, and instructional guides was not effective in supporting scholars in meeting or exceeding specified learning targets due to a poor roll-out process, no teacher teams or site administration included, and a lack of training on the new curriculum due to staff shortages.

Action 1.5 The data study teams will be rolled into the PLC process for the next LCAP. NWEA and iReady is used three times a year to administer and collect scholar growth data instead of achievement data. NWEA was a new program and many teachers/admin are still learning the program in order to evaluate scholar progress, instructional effectiveness and to determine appropriate intervention supports for accelerated learning.

Action 1.6 A district-wide tiered system of support for our struggling scholars was not effective due to not a fully implemented MTSS program. Supports and systems of Tier 1 and Tier 2 need to be better developed. The current SIS system is limited in tracking behaviors.

Action 1.7 EL program showed a slight decrease as this area continues to grow and reflect on this area more support is needed in case management, progress monitoring of struggling English Learners, and ELPAC test preparation.

Our graduation rate was highly effective as this goal was exceeded. The mentor teacher program did not deliver the intended results as expected therefore these actions will be removed from the LCAP. When examining assessment data, our goal is to have 80% proficient in ELA and 75% proficient in math. We attribute these decreases to the unique period in school history that included the closing of school campuses, hybrid scheduling, distance learning, and the impacts of Covid 19. Implementing Actions 1.1,1.2, and 1.4 (implementing CCSS-aligned ELA curriculum, having highly qualified staff, and implementing a systematic intervention program) we predict we will see an increase in spring 2024 CAASPP and assessment scores. To better support our Scholars with disabilities all IEPs will be held for scholars who have had one day or more of suspensions to determine if additional supports need to be built in. Supports may include accommodation or behavior analysis. The team will also consider if the behavior is related to the disability.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective;

The actions outlined in Goal One supported the progress in meeting the goal JAA will increase the proficiency and achievement of all scholars.

Action 1.2 Professional Learning Community (PLC)
Effectiveness of Action(s):Somewhat Effective
Metric: CAASPP (ELA&Math), iReady, NWEA, Appropriately Credentialed Teachers, Educational Partner Feedback
Analysis: Actions 1.1,1.2,1.6 were somewhat effective in making progress toward the goal of improving the proficiency and achievement of all scholars. The academy had 100% of teachers participate in the PLC training during the 23-24 school year. Teacher feedback showed that participants appreciated ongoing job-embedded support and training. Observation data further demonstrated effectiveness as the majority of teachers were applying the strategies learned in the PLC breakouts and training sessions. We believe that providing high quality teachers trained in the PLC process is one of the factors that will lead us to improve ELA outcome data from 5.2 pts below standard, especially with our SWD and EL populations. CAASPP math scores were 8.5 pts below standard overall EL & SWD declined 22.2. Our internal data of iReady in elementary and NWEA in secondary also showed declines in both ELA and Math indicating a need to continue the support and training with the PLC process as well as implement the planned action 1.3 that the curriculum team and process will consist of teacher teams and site admin in both elementary and secondary to ensure it is aligned to the state standards along with school wide participation.

ELA, Math, and Writing: Literacy is the base of all academic achievement. NWEA and iReady will be used in several capacities in order to improve scholar literacy. First pre and post-assessment using NWEA/iReady program will be included in LEA internal data. All internal goals are differentiated based on scholar levels and progress. Lexia is a supplemental resource aimed at developing fundamental academic language skills in early grades through age appropriate tasks and resources that target oral language skills through activities in listening, comprehension, visualizing, and categorization. Progress reports along with usage reports will be reflected on and shared with families. This action will continue as it wasn't fully utilized.

Action 1.3 The Curriculum team and process will consist of teacher teams and site admin in both elementary and secondary to ensure smooth rollout and support as needed to ensure scholars meet or exceed specified learning targets and that all curriculum is aligned to the state standards.

Action 1.5 The data study teams will be rolled into the PLC process for the next LCAP. NWEA and iReady will be used three times a year to administer and collect scholar growth data instead of achievement data. The focus of Subgroups of EL and SWD will participate in data study teams and PLC processes. IEPs will be held for scholars who have had 1 day or more of suspensions to determine if additional supports need to be vuilt in. Supports may include accommodations or behavior analysis. The team will also consider if the behavior is related to the disability.

Action 1.6 In the next three years of this LCAP JAA will focus on MTSS support from a systems/training perspective, as well as Literacy and Math instruction and intervention to ensure progress is made towards goals for all scholars and subgroups of EL and SWD.

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

Goals and Actions

Goal

Goal #	Description
2	JAA will foster positive relationships among staff, students, and families and promote a love for learning classically.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard Chronic Absenteeism Indicator	2020: No Data 2019: 9.2% chronically absent, maintained -0.3% Overall Color: Yellow Student Group Colors: Green: Students with Disabilities, White, Two or More Races Yellow: Asian, Socioeconomically Disadvantaged Orange: English Learners, Hispanic	2021-22: The California Dashboard did not provide this data this school year	2022:Aeries High:12.6% were reported as Chronic Absenteeism Very High: Two or more races 21.1%	2023-24:15.9% chronically absent Color: Red Increased 3.3% EL 20.3% Hispanic 20.6% Two or More 23.4% SD 21.7% SWD 22.3%	Less than 6% chronically absent All Students Color: Green or Blue colors for all student groups
Attendance Rate	2020-21: 94.8% Average Daily Attendance	2021-22: < 5%: 59.45% <10%: 26.49% <20%: 11.71% >= 20%: 2.35%	2022-23 94% Average Daily Attendance	2023-24: TK-6 94.44% 7-12 93.38%	96% Average Daily Attendance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard Suspension Rate Indicator	2020: No Data 2019: 2.9% suspended at least once, increased 0.8% Overall Color: Orange Student Group Colors: Green: Socioeconomically Disadvantaged Yellow: Hispanic, Asian Orange: White, Filipino, Two or More Races, English Learners, Students with Disabilities	2021: The California Dashboard did not provide this data this year	2022: 1.9% Overall (low) Asian 4.3% suspended at least one day (Medium) English Learners 3.6% suspended at least one day (Medium) Students with Disabilities 2.7% suspended at least one day (Medium)	2023-24: 2.2% suspended at least one day Color: Yellow Increased 0.3%	1.5% suspended at least once All Students Color: Green Green or Blue colors for all student groups
Expulsion Rate	2020: 0 Expulsions 2021: 0 Expulsions	2021: 2 Expulsions	2022-23 Expulsions-1	2023-24: 0	Maintain 0% expulsion rate
High School Graduation Rate	2020: No Data 2019: 95.5% graduated, increased 2.4% Overall Color: Blue Student Group Colors: Blue: White No performance color: All other groups	2021-22: 92.73%	2022: Very High 95.7%	2023-24: 100% graduated Color: Blue Increased 4.3%	98% graduated All Students Color: Blue Green or Blue colors for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rate	2021: 0% high school drop outs	2021-22: 0% high school drop outs	2022-23: 0%	2023-24: 0%	0% Dropouts
Middle School Dropout Rate	2021: 0% middle school drop outs	2021-22: 0% middle school drop outs	2022-23: 0%	2023-24: 0%	0% Dropouts
BOY/EOY - Survey for School Climate	Not Developed Yet (1st year to Develop Baseline)	In progress	April 3,2023 Survey went out to all Educational partners: 90% feel safe and welcomed at JAA 41% participated in the survey	14% Family Participation, 83% Positive Feedback	90% Family Participation, 95% Positive Feedback
Teacher Retention Rate	95%	87.2%	93.41%	90.26%	Maintain 95%+

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

John Adams Academy used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two somewhat supported the progress in meeting the following goal: JAA will foster positive relationships among staff, students, and families and promote a love for learning classically.

Action(s): 1 Staff effectiveness in supporting a Positive Learning Environment, 4 Support for the Whole Child

Implementation Status: Initial implementation. The LEA's team is in the process of creating policies and procedures for supporting new teachers, creating a district wide MTSS plan, as well as ensuring PD is provided throughout the LEA for both classified and certified staff members.
No substantive difference in the planned action compared to the actual implementation.

Action (s):2- Scholar Engagement 3- Family Engagement
Implementation Status: Initial Implementation
JAA was not able to implement the action as planned.
The Leadership class that was implemented did not consist of one on one academic coaching due to staff turnover and staff shortages. Doughnuts with the Dean no longer takes place due to PSO running the event rather than an academy event. Chronic absenteeism in the following subgroups: EL, Hispanic, SWD, and SD has continued to increase over the last three years. Staff was not able to analyze behavior data effectively due to no accurate behavior data system to track behaviors. LEA is looking into upgrading the current SIS system that includes different types of behavior and attendance data tracking.

Successes in Implementation:
JAA was able to provide an additional counselor and an SST coordinator along with math and reading intervention teachers in both elementary and secondary to support academic counseling and mentorship for scholars in need.

Challenges in Implementation:
Limited Student information system resulted in a delay in the full implementation of attendance and behavior tracking. JAA is currently working with vendors to find solutions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions outlined in Goal Two somewhat supported the progress in meeting the following goal: JAA will foster positive relationships among staff, students, and families and promote a love for learning classically.

Many of the actions within this goal have not been fully implemented due to school closure, staff shortages and will be continued to the next LCAP for complete implementation to ensure desire outcomes.

2.1 Staff Effectiveness in supporting a positive learning environment was not effective due to our current SIS system difficulty in tracking behaviors and attendance.
2.2 Scholar engagement was effective as many participated in our flag ceremony, leadership class, and practice our core values.
2.3 Family Engagement is partially implemented as many families participate in our events and PSO meetings but participation in our family surveys is only 15% as our goal was to have 90% of families participate. ELAC meetings have very low participation as well and communication to the families have been difficult. Effectiveness of Action: Somewhat Effective
2.4 Counseling support: expand our counseling program to identify and address barriers to scholars attendance and school connectedness and strengthen relationships with scholars and families. Effectiveness of Action: Somewhat effective however difficult to track without effective way to track behavior trends and attendance trends.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective;

The actions outlined in Goal Two somewhat supported the progress towards meeting the goal to foster positive relationships among staff, students, and families and promote a love for learning classically.

Action:1 Patriot Pride and Make it Happen positive behavior interventions and support programs to ensure ongoing celebrations and recognitions of scholars and staff who exemplify the 10 Core Values seems to have been somewhat effective but tracking behavior trends was difficult due to no consistent tracking system.
Effectiveness of Action(s):Somewhat Effective

Metric: Chronic Absenteeism Indicator and Educational Partner Feedback
Analysis: Actions 2, 3, & 4 were somewhat effective in making progress toward the goal of fostering positive relationships among staff, students, and families and promote a love for learning classically. The academy now has two full time counselors in the secondary, with one full time counselor and intern in the elementary. The academy also employed an SST coordinator as well as math and reading intervention teachers in both elementary and secondary. Teachers and staff will be trained on scholar behavior supports to increase classroom strategies to address increased needs of our unduplicated scholars and SWD. According to our current survey 83% of Educational Partners feel that JAA fosters positive relationships among staff, scholars, and families. We believe that providing an attendance and behavior data tracking component to our current SIS system will reduce the amount of chronic absenteeism especially with our unduplicated scholars: EL-20.3%

chronically absent, Hispanic 20.6% chronically absent, Two or More Races 23.4% SD 21.7% chronically absent, and SWD 22.3% chronically absent to increase positive relationships in order to promote a love for learning classically. Indicating a need for data analytics.

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

Goals and Actions

Goal

Goal #	Description
3	JAA teachers will improve instructional practice through professional development in our classical model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher observation of Socratic Discussion in classroom	No Baseline	70% of teachers observed using Socratic Discussion in classroom.	100% of teachers observed using the Socratic Discussion in classroom.	100%	100% of teachers will have modeled the correct method of a Socratic Discussion
Hire Mentor Teachers to support teachers in classical education	50% of mentor teacher positions filled	87.5% of mentor teacher positions filled	100% of mentor teacher positions filled.	100%	100% of Mentor Teacher positions are filled
Enrollment in Summer Professional Development	Summer 2021: 12% of teachers participated	Summer 2022: 18% of teachers participated	Summer 2023: 46% of teachers participated	Summer 2024: 10% of teachers participated	50% of teachers participate

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

John Adams Academy used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: JAA teachers will improve instructional practice through professional development in our classical model.

Action(s): 1 Staff effectiveness in facilitating Classical Pedagogy, 2: Teacher ongoing education, 3: Summer Professional development for all staff
Implementation Status: Full implementation.
No substantive difference in the planned action compared to the actual implementation.

Successes in Implementation:
JAA was able to provide ongoing mentoring and coaching in the American Classical Leadership Education model through the John Adams Academy Teacher Development Program and professional development opportunities.

Challenges in Implementation:
The mentor teacher program that was intended to lead both new and experienced teachers in our model, philosophy and classical pedagogy was not implemented as intended due to staff shortages and curriculum development demands.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

John Adams Academy used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: JAA teachers will improve instructional practice through professional development in our classical model.

Actions and services related to professional development and teaching in the Classical Model were fully implemented. 100% of teachers observed are using Socratic Discussion in the classroom both in Elementary and Secondary. JAA continues to offer tuition reimbursement opportunities for teachers to earn additional degrees and off site professional development. These opportunities will support ongoing education and growth of staff as well as positively impact scholar experience and growth in the classroom.

A key tenet of classical education is that all people should be life long learners, as education is a journey toward wisdom and virtue for all people. As such, it is important for both classified and certificated staff to have the opportunities to work toward "becoming". The Academy will identify programs and invite all staff to benefit from virtual and or off-site professional development in the Classical Leadership Education model during the summer months . (3.3) Implementation Status: Fully implementation.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective;

The actions outlined in Goal Three supported the progress towards meeting the goal to improve instructional practice through professional development in our classical model.

Action:1 Hire mentor teachers to coach and lead both new and experienced teachers in our model, philosophy and classical pedagogy was not effective do to staff shortages and curriculum development demands.
Metric: 100% of Mentor Teachers were hired.
Analysis: Actions 2&3 supported in making progress toward the goal of teachers who improve instructional practice through professional development in our classical model.100% of teachers who were observed are using Socratic Discussion in classroom in both elementary and secondary and teachers feedback was positive and showed that participants appreciated ongoing job embedded support and training. Classroom observation further demonstrated effectiveness as the majority of teachers were applying the strategies learned in their daily lessons.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

John Adams Academy is a public charter school organization that operates in California, with campuses located in Roseville, Lincoln, and El Dorado Hills. The academy is known for its emphasis on classical education and leadership training. Its educational philosophy is inspired by the principles of the American Founding Fathers, with a focus on developing knowledgeable, principled, and capable citizens.

Here are some key aspects of John Adams Academy:

Classical Education: The academy follows a classical education model, which includes a curriculum rich in the liberal arts and sciences. This model emphasizes the study of classical literature, history, philosophy, and languages (such as Latin), aiming to cultivate critical thinking and a deep understanding of Western civilization and its roots.

Leadership Training: John Adams Academy places a strong emphasis on leadership development. The curriculum includes programs and activities designed to build character, leadership skills, and a sense of civic responsibility in students.

Patriotic Education: The school integrates teachings about American history, the Constitution, and the values of liberty and freedom. It aims to instill a sense of patriotism and appreciation for the principles of the United States' founding documents.

Moral and Ethical Focus: The academy promotes a moral and ethical framework based on classical virtues such as honesty, integrity, respect, and responsibility. This is integrated into both the academic curriculum and the school culture.

TK-12 Education: John Adams Academy offers a full TK-12 education, meaning it serves students from kindergarten through 12th grade. This allows for a consistent and continuous educational experience for students throughout their primary and secondary education.

Overall, John Adams Academy seeks to prepare students to be thoughtful, informed, and active participants in their communities and the broader society by providing a rigorous and principled educational experience.

Reflections: Annual Performance

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

John Adams Academy Roseville's annual performance, as reflected on the California School Dashboard and local data, demonstrates a mixed picture of strengths and areas needing improvement. Suspensions increased for our Hispanic Scholars as well as our Scholars with disabilities. 55.5% of English Learners are making progress which is a decline of 4.2%.

Academic Performance
John Adams Academy Roseville has shown solid academic results, particularly in English Language Arts (ELA) and Mathematics. According to the California School Dashboard, the academy's students scored above the state average in both subjects. The ELA proficiency rate was significantly higher than the state average, indicating strong literacy programs and effective teaching strategies. However, we ranked orange on the California Dashboard due to a 17.1 decline in ELA and 8.5 decline in math. Mathematics scores, while above average, showed room for improvement, suggesting a focus area for the coming year. Another opportunity for growth is with our students with disabilities in both areas of ELA and math which ranked in the red category on the California dashboard. However, we still scored above the state average in both subjects. Actions items: 1.2,1.5,1.6 have been put in place to support and address the needs of our scholars with disabilities.

Chronic Absenteeism
One of the critical areas highlighted by the Dashboard is chronic absenteeism. The academy has faced challenges in this area, with five subgroups(English Language Learners, Hispanic, Two or more races, Socioeconomically Disadvantaged, Scholars with Disabilities) in the red on the California Dashboard. Chronic absenteeism is important because it can significantly impact students' academic achievement and overall school performance. Addressing this issue will require targeted interventions to engage students and reduce absenteeism rates. Chronic absenteeism is a critical issue for schools because it has significant implications for student learning, academic performance, and overall school effectiveness. Chronic absenteeism, defined as missing 10% or more of school days in a year, is strongly correlated with lower academic performance. Students who are frequently absent tend to fall behind in their studies, leading to lower grades and standardized test scores. Regular attendance is essential for mastering coursework and meeting educational milestones. Students who are chronically absent are more likely to drop out of school. Consistent attendance is a strong predictor of high school graduation. When students miss school regularly, they are less likely to complete their education, which affects their future opportunities and socio-economic status. School attendance is not only crucial for academic learning but also for the development of social and emotional skills. Regular interaction with peers and teachers helps students build relationships, develop social skills, and receive support for emotional and mental health challenges. Chronic absenteeism can isolate students from these vital aspects of school life. Chronic absenteeism also affects our school funding and resource allocation. Addressing chronic absenteeism requires a comprehensive approach that includes monitoring attendance data, providing support and interventions for at-risk students, engaging families, and creating a positive school climate that encourages regular attendance. By focusing on reducing chronic absenteeism, JAA can improve educational outcomes and support the long-term success of our students. A focus goal along with the following action items have been added in order to reduce Chronic Absenteeism: Focus Goal #3, action items: 3.1,3.2.3.4,3.5

Graduation Rates
The graduation rate at John Adams Academy Roseville is commendably high, well above the state average. Ranking blue on the California Dashboard with a 100% graduation rate. This high graduation rate reflects the academy's commitment to ensuring that students are well-prepared for post-secondary education or careers. It also highlights the effectiveness of its support systems and academic programs.

College/Career Readiness
The Dashboard also indicates strong performance in college and career readiness. 54% of graduates meet the criteria for being prepared for college or a career as opposed to the state of California at 43%, reflecting the academy's focus on a rigorous curriculum and real-world skills. This success can be attributed to the academy's classical education model, which emphasizes critical thinking, leadership, and a broad-based curriculum.

Areas for Improvement
While the academy excels in several areas, there are specific challenges to address. Reducing chronic absenteeism is a priority, as regular attendance is crucial for maintaining high academic standards. Additionally, while math scores are above average, there is potential for further improvement to match the high performance in ELA. Special education is also an opportunity for growth.

In conclusion, John Adams Academy Roseville demonstrates strong academic performance and excellent graduation rates, with clear strategies in place for continued improvement. Addressing chronic absenteeism, special education supports and continuing to support math achievement will be key focus areas moving forward. According to our end of the year climate survey 70% of families would recommend John Adams Academy to another family.

Reflections: Technical Assistance

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

Not Applicable.

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.

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.

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.

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
Headmaster Assistant Dean Dean of Scholars Parent Scholar EL teacher ELAC SPED Director Secondary Teacher Safety Officer Director of Academics Placer County Office of Education Roseville Joint Unified School District SELPA Parent Service Auxiliary	Town Hall Meeting-February 27, 2024 LCAP Meetings:4/29/24,5/6/24,5/13/24,5/20/24 End of year survey : Scholars, parents, staff, and community members 4-24-24 to 5/22/2024

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

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

The Academy engages educational partners through several mechanisms. These include hosting town hall meetings, conducting surveys, and holding focus group discussions to gather comprehensive input. For instance, feedback collected from these sessions has influenced the development of specific goals and actions within the LCAP. Key areas where input has been impactful include enhancing academic

programs, improving student support services, and fostering a positive school climate. For example through the climate survey the majority of professional development requested was approaches to positive behavior and classroom management. Therefore Goal 2 actions 2.1 and 2.4 have been created in order to address this need.

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through our data analysis and input from educational partners. There is a clear need to continue supporting English Language Arts (ELA), and Mathematics. Through the actions listed below ELA and Mathematics scores will show growth towards meeting or exceeding standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard ELA Indicator CAASP % Meets/Exceeds Standards	2023: All: 5.2 pts below standard declined 17.1 All scholars color-Orange SWD: Red 87.2 below standard decline:18.4 EL: Orange 43.5 below standard decline: 19.2 Socioeconomically Disadvantaged:			Increase points towards standard for all. Desired color: Green Increase by 10% Met/Exceed standard for ELA SWD: Increase by 10% Met/Exceed standard for ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18.3 below standard decline: 9.5 50.60% Met/Exceeded standard for ELA				
1.2	CA Dashboard Math Indicator CAASP % Meets/Exceeds Standards	2023: 35.3 pts below standard declined 8.5 All scholars color: Orange SWD: Red 118.6 points below standard Declined 13.3 Points EL: Orange 68.3 points below standard Declined 22.2 Points SD: Orange 48.9 points below standard Declined 22.2 Points 39.14% Met/Exceeded standard for Math			Increase points towards standard for all. Desired color: Yellow Increase standard by 10% Met/Exceed standard for math. SWD: Increase by 10% Met/Exceed standard for math.	
1.3	I-Ready - Reading	2023-24: Tier 1: 64% Tier 2: 27% Tier 3: 10%			Increase Tier 1 by 10% Grade level SWD increase by 10% EL increase by 10%	
1.4	I-Ready - Mathematics	2023-24: Tier 1: 56% Tier 2: 35%			Increase Tier 1 by 10% Grade level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3: 3%			SWD increase by 10% EL increase by 10%	
1.5	NSD Walkthroughs Data Source: NSD Walkthrough Forms/PD Surveys	10% of teachers using professional development strategies			75% of teachers are using professional development strategies	
1.6	Percentage of Scholars with Successful Course Completion of A-G courses	2023-24:83%			90% A-G completion rate	
1.7	English Learner Progress Indicator	2023-24: 55.5% making progress towards English language proficiency Declined 4.2%			65% of EL scholars are making progress towards English Language proficiency.	
1.8	English Learner Reclassification Rate LTEL	15% of English Learners to be reclassified 0% of LTELs			20% of English Learners will be reclassified. 10% of LTELs will be reclassified	
1.9	NWEA-MAP Reading/Secondary	2023-24: 62% Met Standard EL-10% SWD-15%			Increase standard met by 10% in reading. EL- increase by 10% SWD- increase by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	NWEA-MAP-Math/Secondary	2023-24: 55% Met Standard EL-18% SWD-22%			Increase standard met by 10% in math. EL- increase by 10% SWD- increase by 10%	
1.11	Teacher Retention Rate	90.26%			Maintain teacher retention rate 90%+	
1.12	Lexia Core 5	Usage:10% SWD:N/A EL: N/A			Increase usage to: 50% SWD usage: 100% EL usage:100%	
1.13	California Dashboard College and Career Indicator	54.2% prepared for college and career			75% of scholars will be prepared for college and career	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	JAA has processes and procedures in place to ensure we hire and retain highly qualified administrators, teachers, and other instructional staff. We monitor staffing assignments yearly, guaranteeing appropriate staff placement and unanticipated vacancies. We aim to post open positions early in the spring, so our pools of job candidates are as deep as possible with a new board-adopted salary schedule. Longevity stipends are applicable for both classified and certificated staff. The academy will continue to look for ways to improve our onboarding process for all new hires in order to empower all staff and set them up for success. A wide variety of professional development is offered to all staff to support their knowledge of and effectiveness in implementing the curriculum frameworks, content standards, ELD standards, California State Standards, adopted instructional materials, and classical pedagogy as defined in The Quill. New teachers and administrators are offered induction support, both to provide them with additional tools and strategies to develop their expertise and to assist them in advancing their professional credentials. Teachers receive continuous, formative feedback on their instruction. They participate in professional development focused on identified areas of scholar need and/or areas of personal growth. Teachers have a variety of opportunities to participate in leadership roles - lead teachers, data study teams, and mentoring. Pursuance of advancement is encouraged and supported. We provide tuition assistance for Master's degrees and administrative credentials.	$11,376,087.00	No

Action #	Title	Description	Total Funds	Contributing
		Site administrators are provided with concrete expectations. They then participate in professional development activities and receive support/guidance to help them meet those expectations. Our administrative team receives focused training on topics like planning effective staff development, data analysis, vision and mission and classical education. Also, to ensure that all of our curriculum is mapped out to standards. Some also choose to work with a mentor.		
1.2	Professional Learning Communities	In order for our staff to be effective in supporting scholar academic success, they need to have a strong understanding of our vision and mission, classical pedagogy, our curriculum, learning outcomes, effective instructional strategies and they need to work collaboratively to calibrate and articulate with their peers. These elements are addressed by focusing on Professional Learning Communities (PLCs) and professional development using the Quill as a guide. Teachers, supported by administrators, participate in weekly, collaborative PLCs that focus on ensuring all scholars are provided a classical curriculum and access to resources that support them in meeting or exceeding specified learning targets. Within our PLC work, our ALC (Academic Leadership Council) will meet and focus on essential questions such as: “What do we want the scholars to learn? How will we teach it effectively? How will we know they have learned it? What will we do if they did not learn it?” Does the scholar have the tools in place for scholars to continue learning and problem solving and learning on their own? I.E. can they recognize and address their own learning struggles?” We are constantly revisiting and refining our work around these questions. We will continue to focus on defining/refining our learning targets for scholars, supporting teachers’ instructional effectiveness, implementing common formative assessments and writing rubrics (with samples) to track scholar performance and continue to develop our MTSS plan for supporting all scholars. Teachers and administrators will continue to receive training and support in using data to drive instruction that is aligned	$133,304.00	No

Action #	Title	Description	Total Funds	Contributing
		with state standards, ELD standard, and preschool framework. Focus will continue to be placed on effective first instruction and we will utilize data from observations of teaching and learning, common formative assessments and classical pedagogy. Teachers will also meet in grade level teams as well as department/subject matter teams to review data and the best practices for scholar success. Teachers and administration had the opportunity to participate in professional development to understand the data to drive instruction for i-ready, MAP, Ellevation, and Lexia. Increase the Lexia usage for all scholars especially SWD and EL. JAA will provide professional development for teachers and administrators in classical education. PD will also be offered on best practices for classroom-based intervention support. Instructional aides will also be trained to assist with intervention. Scholar services staff will support our continuous improvement efforts by providing targeted training to teachers and staff.		
1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	Scholars need opportunities to explore a variety of subjects so they can discover their passions, interests and their own special excellence. In addition, research indicates scholars' brain development and academic achievement are enhanced when learning extends beyond English and Math. Scholars who pursue a classical liberal arts education strengthen their critical thinking skills, language acquisition skills, memory and creativity. All scholars have access to standards-aligned instructional materials where applicable. Teachers utilizes those instructional materials, along with other curricular resources, to align their instruction with the Academy's American Classical Leadership Education model with the California State standards and ELD standards. Teacher teams continue to work with the site administration to develop and/or refine curriculum maps, instructional guides and assessments to support scholars in meeting or exceeding specified learning targets. Much of this occurs in weekly, collaborative PLCs.	$609,727.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Instructional Technology	We have incorporated an IT coordinator and contracted services to support staff promptly and look to add an Information System Database Technician within three years. As technology advances daily it is necessary to research a possible upgrade to a new Student Information System (SIS) due to current limitations of the current system and the benefits of a potential new one. Many educational partners have expressed the complicated interfaces that are difficult for students, faculty, and staff to navigate. Along with high costs and difficulty in obtaining support and updates. The current system also has Increased the time and resources required to perform routine tasks. During this research phase, the goal is to find a system with more accurate data, better reporting capabilities, and seamless integration with other educational technologies, automation of routine tasks, faster processing times, and reduced administrative burdens. Plus the ability to handle future growth and adapt to new educational trends and technologies. Teachers are supplied with up-to-date equipment, including but not limited to laptop computers, document cameras, web cameras, Chromebooks, speakers, and microphones. A variety of online tools are purchased yearly such as, Parent Square, iReady, Lexia, MAP to enhance teacher instruction and to simplify communications with scholars/parents. Additionally, professional development is regularly provided throughout the school year.	$208,125.00	No
1.5	Assessing and Monitoring Student Progress	Successfully assessing and monitoring scholar progress hinges on the development and implementation of systems that support ongoing data collection and data analysis. Routine and intentional work with data helps teachers evaluate their scholars' standards mastery and skill development. Teams meet within the PLC groups weekly to discuss data. It helps teachers and administrators to prescribe targeted interventions for scholars not making adequate progress toward specified learning targets.	$23,000.00	No

Action #	Title	Description	Total Funds	Contributing
		At JAA, staff utilize a variety of tools to administer and collect scholar achievement data. Elementary teachers administer 3 iReady assessments in ELA and math throughout the year and secondary administers 3 MAP assessments and use the data to determine scholar needs. Additionally, they administer common end-of-unit assessments in ELA, math, and science. Secondary teachers also administer common end-of-unit assessments in all core courses required for promotion/graduation. These assessment results are used to evaluate scholar progress, and instructional effectiveness and to determine appropriate intervention supports for accelerated learning. Lexia is also used to supplement reading in both elementary and secondary. The usage of Lexia should also include SWD and EL. Ellevation is used to help monitor and track EL scholar's academic progress. JAA plans to meet monthly in PULSE meetings (Proactive Understanding of the Latest Scholar Experiences) which will include Admin, Counselors, Safety Coordinator, School Psych, and School Nurse.		
1.6	Academic Interventions	A priority for JAA over the next three years is developing and implementing a district-wide multi tiered system of support for our struggling scholars. Support staff play a key role in our plans. We plan to focus primarily on grades K-3 and provide them with targeted intervention training. The success of our intervention support staff relies on proper training and that they are given ample collaboration time with their partnering teachers. The well-trained support staff will lead to increased scholar performance. Additionally, our support staff need time to work with their teacher colleagues to ensure a consistent program for our scholars. They meet weekly to review data and discuss intervention strategies. Increase the amount of usage with Lexia for all scholars and implement a data analytics program to help track the effective use of interventions. At the secondary level, we provide high school credit recovery classes. JAA has offered summer school for grades K-12, up to 3 (Two week) sessions before the new school year begins. The desire to is to have a ratio of 1:10 adult to scholar ratio.	$982,541.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	English Learner Support	In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and coaching to support improved implementation of integrated and designated ELD instructional strategies to address the needs of EL Scholars. We strive to reclassify our English learners as fluent English proficient within five years. As our reclassified scholars perform on par or better than our English only scholars, we view reclassification as a key to our English Learners' long-term academic success. Currently, 55.5% of our scholars are making progress towards English Language proficiency. The English learner Roadmap Self Reflection Rubric, to assess current status enacting the EL Roadmap Principles and to identify areas needing improvement will be used. We will also ensure that integrated and designated ELD is a tier-one system of support. To accomplish this goal, we will increase our English Language support team and have them concentrate on: professional development to ensure staff are meeting the needs of English learners, case management, progress monitoring of struggling English learners and ELPAC test preparation. Our professional development for teachers will include a focus on designated and integrated ELD instruction, the intentional use of language objectives, and incorporating instructional strategies that support English language acquisition in all core subjects. El Site Coordinators and EL teachers participated in a TESOL training to better support EL scholars in the classroom. The Site Coordinator has been trained in Ellevation which helps to monitor the progress of all scholars, and specifically our EL scholars.	$166,500.00	Yes
1.8	School Safety	Scholars cannot learn if they do not feel physically, social-emotionally and culturally safe at school. Effective school safety starts with prevention, and	$1,080,336.00	No

Action #	Title	Description	Total Funds	Contributing
		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. JAA works diligently to ensure safe, clean, and functional school facilities. We strive for all elements of our school facilities to score a "good repair" rating or better. Any deficiencies identified are reported to our Facilities department and a plan is made to expedite those repairs. Within the next three years upgrade camera and surveillance system and add a new PA system for outdoor and indoor use.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	2023-24: TK-6 94.44% 7-12 93.38%			96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	California Dashboard Suspension Rate Indicator	2023-24: 2.2% suspended at least one day Color: Yellow Increased 0.3%			1%	
2.3	Expulsion Rate	2023-24: 0%			0%	
2.4	High School Graduation Rate	2023-24: 100% graduated Color: Blue Increased 4.3%			100%	
2.5	High School Dropout Rate	2023-24: 0%			0%	
2.6	Middle School Dropout Rate	2023-24: 0%			0%	
2.7	Survey for School Climate	14% Family Participation, 83% Positive Feedback			75% of parents participate in our school climate survey in the spring. 100% of staff participate in our school climate survey in the spring. 95% of Scholars (grades 3-12) complete climate survey in the spring.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff Effectiveness in Supporting a Positive Learning Environment	John Adams Academy offers resources and professional development to assist with the fostering of a positive school climate. This professional development is designed to improve school culture and promote the empowerment of scholars to improve their learning environment. Provide ongoing professional development on John Adams Academy's Patriot Pride and Make it Happen, positive behavior interventions, and support programs. Ensure Make it Happen assemblies are occurring once per month to celebrate scholars who exemplify the 10 Core Values. In order to fortify the Patriot Pride program, administrators and staff will analyze behavior data on a monthly basis in order to determine grade levels, groups, or specific scholars in need of additional support. These scholars can be supported by counselors using Tier 1 or Tier 2 interventions. To support behaviors an Implementation of a JAA Multi-	$39,300.00	No

Action #	Title	Description	Total Funds	Contributing
		tiered system of supports will need to be implemented along with a data analytics program to track behavior data. Additionally, in order for staff to be effective in supporting a positive learning environment, we need to ensure staff's own mental health is also supported. As such, John Adams Academy provides the Employee Assistance Program (EAP) through Sunlife. Our staff also had access to brain-based learning resources through professional development.		
2.2	Scholar Engagement	Expanded Tier 1 interventions will increase student engagement and achievement. Additionally, this will enable the counseling team to provide more academic counseling and mentorship for scholars in need. Implement a Leadership class for all 7th - 12th grade scholars. In this class, scholars and staff discuss vision, mission, and core values. This class is also a venue for scholars to receive one-on-one academic coaching. In addition, Leadership classes will plan and implement community service projects and participate in the daily Flag Ceremony. For all scholars to take a Leadership class, room has been made in the master schedule for all teachers to take on this responsibility. Incoming 7th graders to secondary and new scholars will be enrolled in a "Becoming" leadership class which will focus more on the foundational cultural supports needed for scholars to become successful servant leaders at John Adams Academy. Once they have successfully finished this "Becoming" leadership class, only then will they be enrolled in their permanent leadership class. The Academy provided professional development for Socratic Seminars through the Great Books training. Tools and resources for Staff Effectiveness in Supporting Students' Academic Success: The Quill Elementary meets as PLC approx. 1x a week SST Training Bi-weekly Pre–SST Grade level meetings	$325,081.00	

Action #	Title	Description	Total Funds	Contributing
		Cross grade-level meetings Elementary 5th and 6th-grade teachers go over to meet with secondary and observe their class. Monthly cross-campus department meetings Outside professional development and/or resources available: Freedoms Foundation Classical Ed Institute/Arizona Cana Academy Leader in Me My Story Matters-Claim Your Story UD Masters Program Hillsdale College resources Society of Classical Learning Learning & the Brain		
2.3	Family Engagement	John Adams Academy has had high levels of family engagement historically, and it is the Academy's belief that a continued partnership with families is critical to our mission of Restoring America's Heritage by Developing Servant Leaders. To that end, we intend to continue the following practices which support family and school collaboration. All families begin their John Adams Academy journey with a one-on-one orientation meeting with an administrator where the 10 core values, mission/vision, model and manners, and all other expectations are discussed. Parents and Scholars sign an agreement that their family will follow these guidelines while their child attends JAA. All families have access to a communication tool called Parent Square. Parent Square has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers translations in dozens of languages. Based on the feedback received from our educational partners more training needs to be implemented in order to help parents be able to filter incoming messages. Staff will also be trained on best practices and effective practices of parent square usage.	$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
		All families are given the opportunity to meet with teachers during Fall and Spring teacher conferences. However, Secondary plans to address all families before the school year begins at a family information night. Scholars will have the ability to meet and interact with their teachers for the year, building relationships while parents meet with administration to discussion expectations and answer any questions. Additional two-way communication between families and the Academy is fostered through the use of surveys, and formal and informal parent input meetings, such as PSO meetings, English Language Advisory Committee meetings, Muffins and Mingle, Town Hall meetings, and meet and greets. Additionally, the Academy intends to offer quarterly parent information nights which will support families in understanding classical education and supporting their scholars, as well as on the 10 Core Values. These nights will be organized by the Pricipal, with input on topics given by our PSO boards and ELAC. The Academy is offering parent JUNTO nights. This fulfills two needs; first, it provides an opportunity for parents to experience parts of the curriculum that their children get in the classroom while also providing an opportunity to build community and culture among the staff and other parents.		
2.4	Support for the Whole Child	John Adams Academy has had high levels of family engagement historically, and it is the Academy's belief that a continued partnership with families is critical to our mission of Restoring America's Heritage by Developing Servant Leaders. To that end, we intend to continue the following practices which support family and school collaboration. All families begin their John Adams Academy journey with a one-on-one orientation meeting with an administrator where the 10 core values, mission/vision, model and manners, and all other expectations are discussed. Parents and Scholars sign an agreement that their family will follow these guidelines while their child attends JAA.	$16,750.00	No

Action #	Title	Description	Total Funds	Contributing
		All families have access to a communication tool called Parent Square. Parent Square has mobile options for parents with less access to technology, teacher-to-parent and parent-to-teacher communication options, and offers translations in dozens of languages. Based on the feedback received from our educational partners more training needs to be implemented in order to help parents be able to filter incoming messages. Staff will also be trained on best practices and effective practices of parent square usage. All families are given the opportunity to meet with teachers during Fall and Spring teacher conferences. However, Secondary plans to address all families before the school year begins at a family information night. Scholars will have the ability to meet and interact with their teachers for the year, building relationships while parents meet with administration to discussion expectations and answer any questions. Additional two-way communication between families and the Academy is fostered through the use of surveys, and formal and informal parent input meetings, such as PSO meetings, English Language Advisory Committee meetings, Muffins and Mingle, Town Hall meetings, and meet and greets. Additionally, the Academy intends to offer quarterly parent information nights which will support families in understanding classical education and supporting their scholars, as well as on the 10 Core Values. These nights will be organized by the Principal, with input on topics given by our PSO boards and ELAC. The Academy is offering parent JUNTO nights. This fulfills two needs; first, it provides an opportunity for parents to experience parts of the curriculum that their children get in the classroom while also providing an opportunity to build community and culture among the staff and other parents.		
2.5	Multi-Tiered Systems of Support for Scholars	Counselors at the site level to provide tiered support for scholars. Counselors to teach Core Value lessons in the classroom.	$163,341.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At John Adams Academy, our goal is to restore America's heritage by developing servant leaders. Similarly, it is important that we can create and nurture learning environments for scholars that are safe, engaging and supportive. This goal was developed in order to fortify our school culture toward these outcomes. Our data indicates that 16% of scholars are chronically absent.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rates	2023-24:15.9% chronically absent Color: Red Increased 3.3% All 16% SWD 22.3% EL 20.3% SED 21.7%			Reduce the LEA's chronic absenteeism rate to All:10% chronically absent Color: Yellow SWD 10% EL 10% SED 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Increase the percent of all scholars in grades 3-12 reporting they feel connected at school (Climate Survey)	87.82% of scholars surveyed feel safe at JAA.			Increase the percentage of all scholars in grades 3-12 reporting they feel connected at school to 50%.	
3.3	Increase the percent of EL & SED scholars who participate in before/after school programs.	51% of EL & 60% SED scholars are participating in before/after school programs.			75% of all EL &SED scholars will participate in before/after school programs.	
3.4	Increase family and community involvement in attendance improvement programs.	Implement a family and community attendance improvement program.			Increase by 10% each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coaching and Supervision of Staff	Provide all administrators with professional learning to improve knowledge and skills in coaching and supervision of teachers in the implementation of the LEA adopted attendance policies, scholar supports, and creating a positive learning environment for all scholars.	$102,364.00	No Yes
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.	$9,800.00	No
3.3	Summer Professional Development for All Staff	The American Classical Leadership Mentoring Program is a continuing education program that is designed to empower a mentor-teacher toward opportunities that will aide in the pursuit of truth, wisdom, and virtue. The pursuit of these virtues develops Servant Leaders who are prepared to Restore America's Heritage. There are several external opportunities that are worth pursuing and we encourage each Mentor-Teacher to engage in these opportunities. Resources that provided training in our model, pedagogy and philosophy, which rooted our teachers in the Mission, Implementation and curriculum at John Adams Academy are: National Symposium of Classical Education, Reacting Consortium, Freedoms Foundation, APEX, Great books training, Classical U, Society for Classical Education (Foundation funded), Logic of English, University of Dallas, Doug Reeves-Deep Change Leadership, The Art of Mentoring, ACSA and webinars on the legality of bullying. Also, several in house PD provided by the faculty of JAA both at the beginning of the year and in January.	$29,013.00	No
3.4	Home Visits	Conduct home visits with families of all low income and EL elementary, middle and high school scholars experiencing chronic absenteeism or	$10,000.00	

Action #	Title	Description	Total Funds	Contributing
		suspensions. The purpose of the home visits is to build trusting relationships with families, to partner in the identification of scholar needs and to provide targeted support for these areas.		
3.5	Analytics Software	In order to support all scholars and reduce the amount of chronic absenteeism, suspensions, and behaviors a data system is needed to track these types of activities and behaviors.	$30,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cultivate critical thinking and rhetoric through our classical model for all scholars.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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
4.1	Number of AP Courses offered:	N/A			N/A	
4.2	Percent of Scholars taking Honors Courses:	31% of Scholars take an Honors course.			50% of Scholars take an Honors course.	
4.3	Percent of Scholars enrolled in the Arts Programming	68% of Scholars enroll in the Arts Programs			75% of Scholars enroll into the Arts Programming	
4.4	College & Career Readiness CA Dashboard Indicator	2023:54.2% prepared Status: Medium no color assigned			75% of Scholars are prepared for college or career.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Discussion Maps: Socratic Discussion	0: New baseline to be determined			50% of teachers use discussion maps during Socratic discussions	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Effectiveness in Facilitating Classical Pedagogy	The Academy will provide ongoing mentoring and coaching in the American Classical Leadership Education model through the John Adams Academy Teacher Development Program and professional development opportunities. Professional development opportunities will occur monthly, quarterly and semester-based and be scheduled into on-site professional development.	$19,575.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		The Quill is an all encompassing document that has been designed for a complete how to guide on what the Academy's expectations are regarding the way the classroom is supposed to look and feel, to the delivery of the curriculum, as well as effective tools to evaluate teachers on clear expectations in the classroom. New teachers and leadership team will annually attend the National Symposium of Classical Education conference for professional development. The Academy continues to model what we teach through assigning summer reading for the entire staff. These classic books which can be found in our curriculum have been chosen by staff. All staff will participate in a colloquia upon return following the summer to build knowledge in our model and improve culture.		
4.2	Teacher Ongoing Education	Teacher effectiveness in facilitating the classical model can be challenging as many teachers lack formal training in classical education. Tuition reimbursement opportunities will be made available to teachers; including, but not limited to, additional degree programs and off-site professional development. These opportunities will support ongoing education and growth of staff as well as positively impact scholar experience and growth in the classroom. Teachers and staff are encouraged to participate in professional development opportunities by the University of Dallas and Hillsdale College. Both schools offer advanced degrees in classical education.	$10,300.00	No
4.3	Summer Professional Development for All Staff	The American Classical Leadership Mentoring Program is a continuing education program that is designed to empower a 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	$28,763.00	No

Action #	Title	Description	Total Funds	Contributing
		are worth pursuing and we encourage each Teacher to engage in these opportunities. Resources that provided depth regarding our model, pedagogy and philosophy, which rooted our teachers in the Mission, Implementation and curriculum at John Adams Academy. Programs included: attending the National Symposium of Classical Education, Reacting Consortium, Freedoms Foundation, APEX, Great books training, Classical U, Society for Classical Education (Foundation funded), University of Dallas, Doug Reeves-Deep Change Leadership, and The Art of Mentoring. Also, several in house PD provided by by the faculty of JAA both at the beginning of the year and in January.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1445866	$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
8.077%	0.000%	$0.00	8.077%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Coaching and Supervision of Staff **Need:** Put learned strategies into practice **Scope:** Schoolwide	Supports teachers with strategies that can improve instruction	Walkthroughs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	**Action:** Staff Effectiveness in Facilitating Classical Pedagogy **Need:** Increase staff knowledge of classical education **Scope:** Schoolwide	Most teachers don't have a background in classical education and this action would improve classical instruction for all teachers.	Discussion Mapping

Limited Actions

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

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 $939,917 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been

calculated at 7%. Our LEA has demonstrated that it has met the 7% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	17899955	1445866	8.077%	0.000%	8.077%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,573,075.00	$801,332.00	$0.00	$0.00	$15,374,407.00	$13,667,086.00	$1,707,321.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Administrators, Teachers, and Instructional Support Staff	All	No			All Schools		$11,376,087.00	$0.00	$10,873,532.00	$502,555.00			$11,376,087.00	
1	1.2	Professional Learning Communities	All	No			All Schools		$0.00	$133,304.00	$65,214.00	$68,090.00			$133,304.00	
1	1.3	Access to a Broad Course of Study and Standards-Aligned Course Materials	All	No			All Schools		$0.00	$609,727.00	$399,540.00	$210,187.00			$609,727.00	
1	1.4	Instructional Technology	All	No			All Schools		$0.00	$208,125.00	$200,625.00	$7,500.00			$208,125.00	
1	1.5	Assessing and Monitoring Student Progress	All	No			All Schools		$0.00	$23,000.00	$23,000.00				$23,000.00	
1	1.6	Academic Interventions	All	No			All Schools		$979,641.00	$2,900.00	$982,541.00				$982,541.00	
1	1.7	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$150,000.00	$16,500.00	$166,500.00				$166,500.00	
1	1.8	School Safety	All	No			All Schools		$677,336.00	$403,000.00	$1,080,336.00				$1,080,336.00	
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	All	No					$0.00	$39,300.00	$39,300.00				$39,300.00	
2	2.2	Scholar Engagement	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$322,681.00	$2,400.00	$325,081.00				$325,081.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Family Engagement	All English Learners	No		English Learners	All Schools		$0.00	$10,500.00	$10,500.00				$10,500.00	
2	2.4	Support for the Whole Child	All	No					$0.00	$16,750.00	$3,750.00	$13,000.00			$16,750.00	
2	2.5	Multi-Tiered Systems of Support for Scholars							$161,341.00	$2,000.00	$163,341.00				$163,341.00	
3	3.1	Coaching and Supervision of Staff	All	No Yes	School wide		All Schools		$0.00	$102,364.00	$102,364.00				$102,364.00	
3	3.2	Multi-Tiered System of Supports (MTSS)	All	No			All Schools		$0.00	$9,800.00	$9,800.00				$9,800.00	
3	3.3	Summer Professional Development for All Staff	All	No			All Schools		$0.00	$29,013.00	$29,013.00				$29,013.00	
3	3.4	Home Visits	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.5	Analytics Software	All	No					$0.00	$30,000.00	$30,000.00				$30,000.00	
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	All	No Yes	School wide				$0.00	$19,575.00	$19,575.00				$19,575.00	
4	4.2	Teacher Ongoing Education	All	No					$0.00	$10,300.00	$10,300.00				$10,300.00	
4	4.3	Summer Professional Development for All Staff	All	No					$0.00	$28,763.00	$28,763.00				$28,763.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
17899955	1445866	8.077%	0.000%	8.077%	$288,439.00	0.000%	1.611 %	**Total:**	$288,439.00
								LEA-wide Total:	$0.00
								Limited Total:	$166,500.00
								Schoolwide Total:	$121,939.00

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	1.2	Professional Learning Communities				All Schools	$65,214.00	
1	1.5	Assessing and Monitoring Student Progress				All Schools	$23,000.00	
1	1.6	Academic Interventions				All Schools	$982,541.00	
1	1.7	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$166,500.00	
2	2.2	Scholar Engagement			English Learners Foster Youth Low Income		$325,081.00	
2	2.3	Family Engagement			English Learners		$10,500.00	
3	3.1	Coaching and Supervision of Staff	Yes	Schoolwide			$102,364.00	
3	3.4	Home Visits			English Learners Foster Youth Low Income		$10,000.00	
4	4.1	Staff Effectiveness in Facilitating Classical Pedagogy	Yes	Schoolwide			$19,575.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,337,484.00	$16,105,283.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly Qualified Administrators, Teachers, and Instructional Support Staff	No	$10,557,076.00	11870991
1	**1.2**	Staff Effectiveness in Supporting Students' Academic Success	Yes	$216,700.00	222219
1	**1.3**	Access to a Broad Course of Study and Standards-Aligned Course Materials	No	$676,122.00	760270
1	**1.4**	Instructional Technology	No	$370,161.00	416230
1	**1.5**	Assessing and Monitoring Student Progress	Yes	$21,800.00	24513
1	**1.6**	Academic Interventions	Yes	$1,012,144.00	1140847
1	**1.7**	English Learner Support	Yes	$157,040.00	176585
1	**1.8**	School Safety	No	$812,740.00	913892
2	**2.1**	Staff Effectiveness in Supporting a Positive Learning Environment	Yes	$39,100.00	43966
2	**2.2**	Scholar Engagement	Yes	$275,135.00	309378
2	**2.3**	Family Engagement	No	$10,100.00	11357

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Support for the Whole Child	Yes	$14,500.00	16305
3	**3.1**	Staff Effectiveness in Facilitating Classical Pedagogy	No	$129,827.00	145985
3	**3.2**	Teacher Ongoing Education	No	$10,100.00	11357
3	**3.3**	Summer Professional Development for All Staff	No	$34,939.00	41388

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1326039	$1,597,856.00	$1,796,723.00	($198,867.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Staff Effectiveness in Supporting Students' Academic Success	Yes	$91,137.00	102480		
1	1.5	Assessing and Monitoring Student Progress	Yes	$21,800.00	24513		
1	1.6	Academic Interventions	Yes	$1,012,144.00	1138114		
1	1.7	English Learner Support	Yes	$157,040.00	176585		
2	2.1	Staff Effectiveness in Supporting a Positive Learning Environment	Yes	$39,100.00	43966		
2	2.2	Scholar Engagement	Yes	$275,135.00	309378		
2	2.4	Support for the Whole Child	Yes	$1,500.00	1687		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
16160141	1326039	0.00%	8.206%	$1,796,723.00	0.000%	11.118%	$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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2023