LCFF Budget Overview for Parents

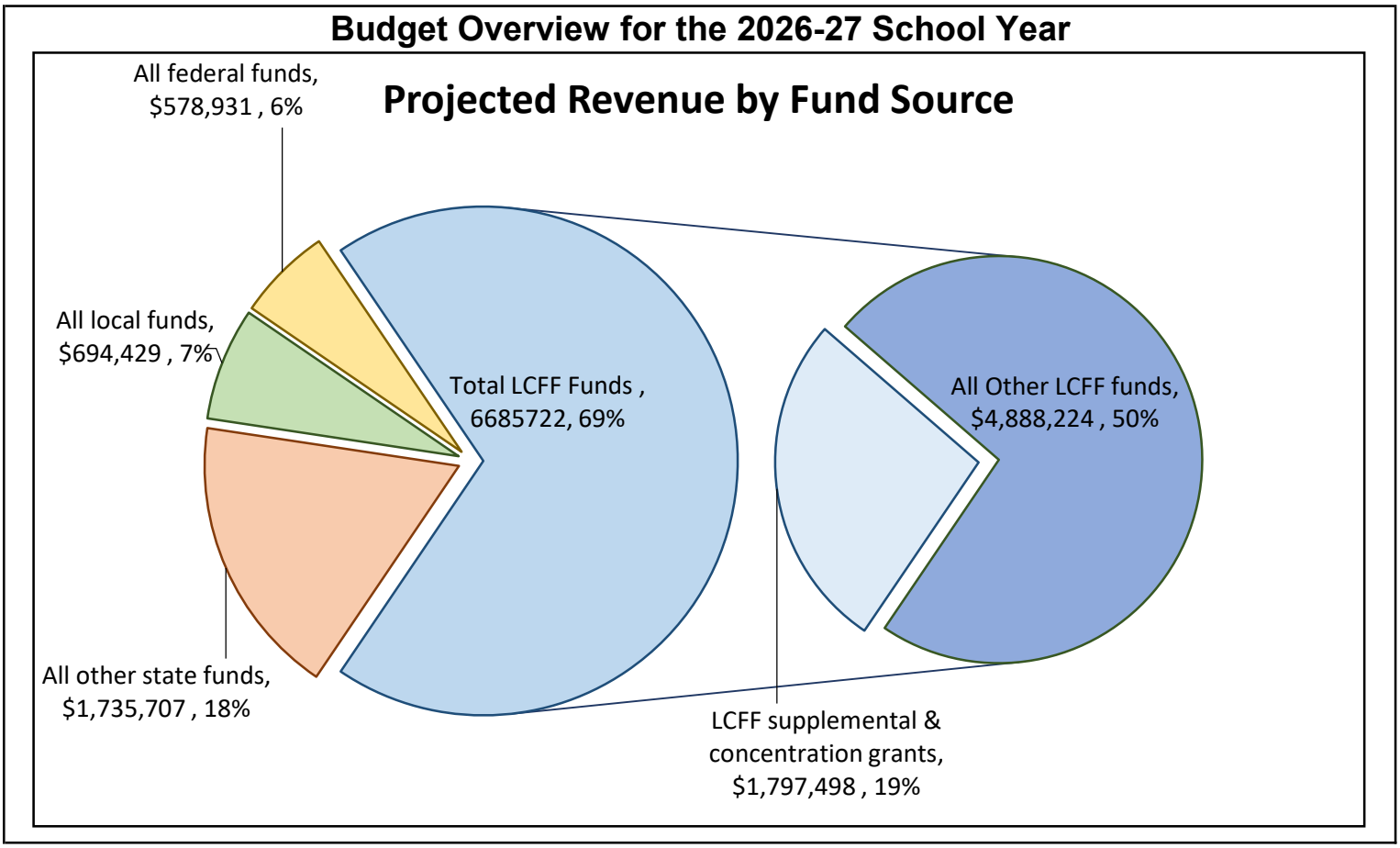
Local Educational Agency (LEA) Name: James Jordan Middle School

CDS Code: 19-64733-0109884

School Year: 2026-27

LEA contact information: Griselda Lara, Principal; 818-687-7490; lara@jamesjordanms.com

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).

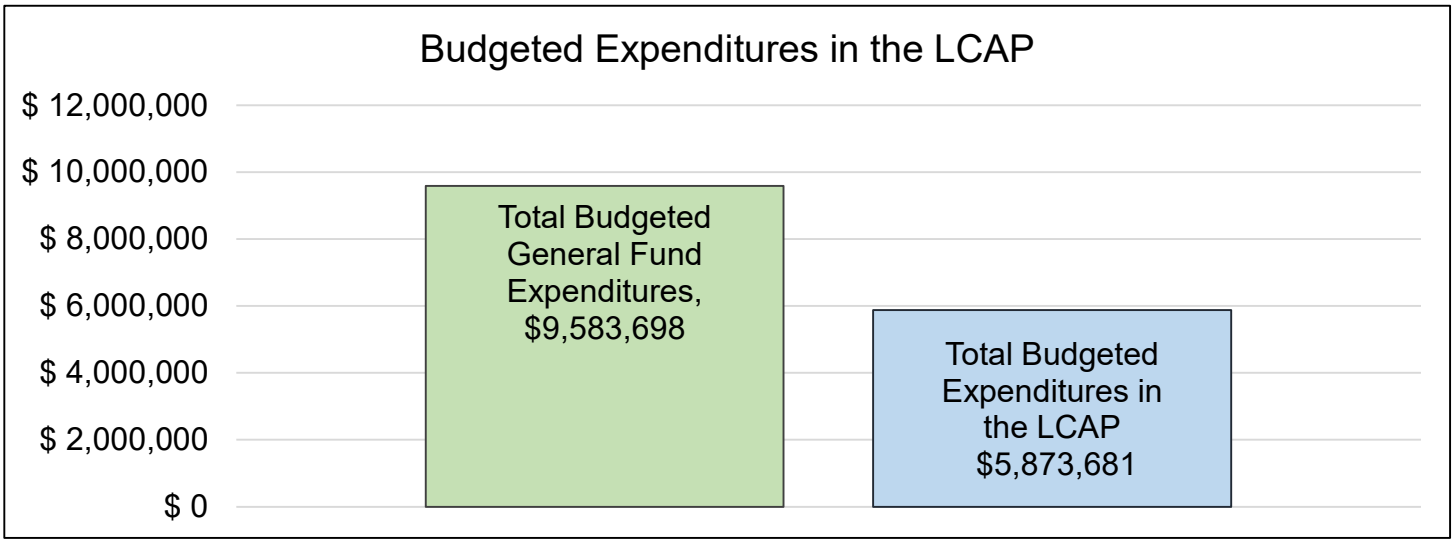


This chart shows the total general purpose revenue James Jordan Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for James Jordan Middle School is $9,694,789.00, of which $6,685,722.00 is Local Control Funding Formula (LCFF), $1,735,707.00 is other state funds, $694,429.00 is local funds, and $578,931.00 is federal funds. Of the $6,685,722.00 in LCFF Funds, $1,797,498.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much James Jordan Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: James Jordan Middle School plans to spend $9,583,698.00 for the 2026-27 school year. Of that amount, $5,873,681.00 is tied to actions/services in the LCAP and $3,710,017.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

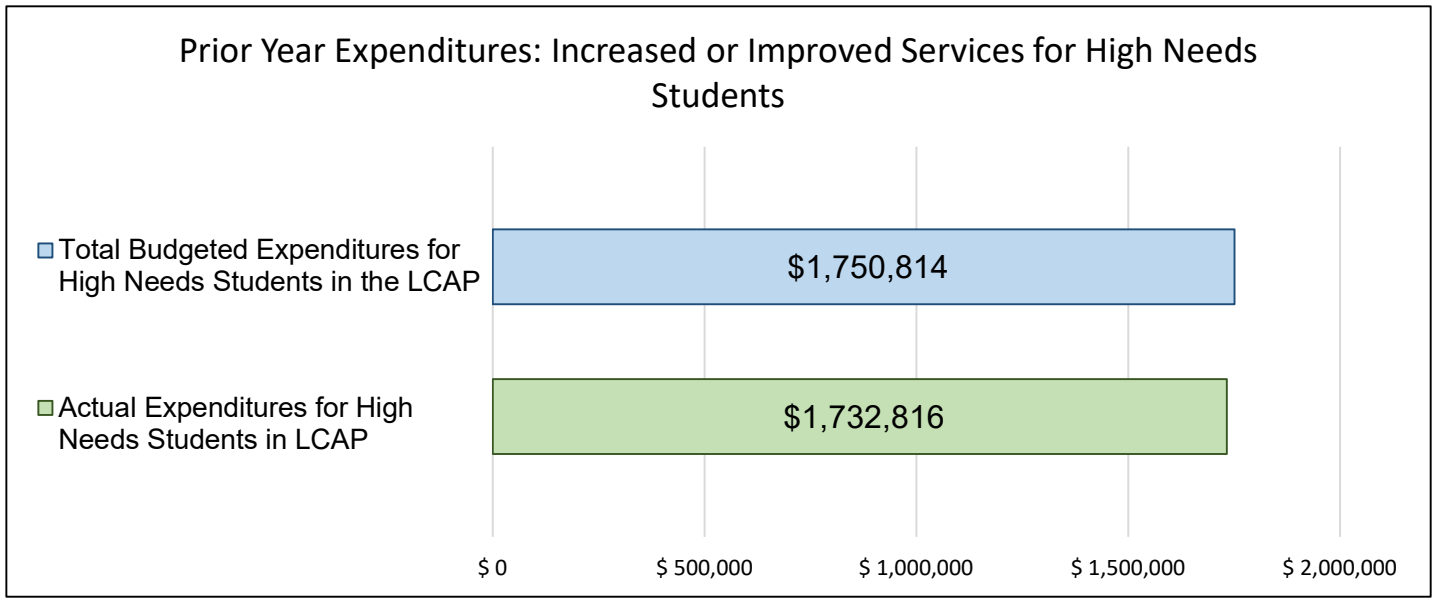
Nutrition costs, base teacher salaries, accounting & payroll services, insurance etc.

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

In 2026-27, James Jordan Middle School is projecting it will receive $1,797,498.00 based on the enrollment of foster youth, English learner, and low-income students. James Jordan Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. James Jordan Middle School plans to spend $1,826,909.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what James Jordan Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what James Jordan Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, James Jordan Middle School's LCAP budgeted $1,750,814.00 for planned actions to increase or improve services for high needs students. James Jordan Middle School actually spent $1,732,816.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $17,998.00 had the following impact on James Jordan Middle School's ability to increase or improve services for high needs students:

Some support positions were consolidated reducing staff costs. While estimated actual contributing expeditures were below the planned amounts, expenditures exceeded actual S&C funding of $1,725,891.

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
James Jordan Middle School	Myranda Marsh, Executive Director	marsh@jamesjordanms.com 808-882-2496

Plan Summary 2026-27

General Information

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

James Jordan Middle School (JJMS) is an independent charter school authorized by the Los Angeles Unified School District serving 6th-8th grades in the west San Fernando valley. Since 2005, James Jordan Middle School has had a mission to recruit a diverse group of students and prepare them for success in a four-year university. Our school is operated with three pillars of focus: Character, College and Community. Character means an emphasis on helping students become honest, hard- working, polite, fair, compassionate, responsible and interested in making the world a better place.

In order to achieve our high expectations for Character, we employ a philosophy of cognitive behaviorism as the foundation of our discipline procedures. College drives our curriculum and instruction. We raise student awareness and help them create a self-image that includes college completion. We use authentic performance tasks to help students see the connection between state- standards and future careers that require a college education. We have a wide variety of interventions to assist students in meeting basic standards of academic achievement before moving on to the next grade level.

Students visit college campuses, interact with college interns and explore the variety of universities available beyond UCLA and USC. The pillar of Community is expressed in our daily school culture. We offer a tremendous challenge to students of all ability levels. Our motto is "Do what is Right, not what is Easy!" We are proud to say that the majority of our students MEET or EXCEED grade level standards as measured by the annual state-mandated SBAC/ CAASPP testing.

In 2024-25, James Jordan Middle School served 456 students with diverse needs and backgrounds: approximately 397 (87%) students were socioeconomically disadvantaged and 95 (20.8%) students were English Learners. In addition, about 55 (12%) students qualify for special education services. Approximately 91.7% of JJMS's students identify as being Hispanic or Latino, 2.4% as African American, and 2.6% as Asian. The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for James Jordan Middle School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements focusing on four goals: GOAL 1: JJMS will maintain a safe and positive campus climate. GOAL 2: JJMS will maintain superior levels of student achievement school wide and for all subgroups. GOAL 3: JJMS will develop high quality teachers. GOAL 4: JJMS will have robust parent engagement. The Charter School completed a comprehensive needs assessment of the entire school which

included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year. The decisions will take into account the needs of James Jordan Middle School based on student achievement data to include SBAC, ELPAC, and interim assessment data such as iReady, cumulative assessments, and attendance and student demographic data to include all significant subgroups. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

JJMS does not qualify for Equity Multiplier Funding.

Reflections: Annual Performance

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

We are proud of the academic achievements of our students, our positive school culture, and our robust family engagement. On the 2025 California Dashboard, we earned a Yellow performance indicator for ELA and an Orange performance indicator for math achievement. Our students scored 4.3 points above standard on the ELA assessment and improved their performance on the math assessment from the previous year by 2.2 points. This year, 54.6% (ELA) and 57.5% (math) of our students made one year’s worth of typical growth, as measured by the i-Ready diagnostic exams. We attribute our successes to key features of our program that have consistently brought success for our students: schoolwide ability grouping, increased instruction and intervention, and positive culture and climate.

Our positive school culture is reflected in student and family survey data: 92.8% of students and 96.9% of parents think JJMS is as safe or safer than other schools and 93.4% of students and 98.9% of parents think teachers want students to do well. Additionally, 100% of students received positive, public recognition this year and 100% of students plan to return to JJMS next year. Families are heavily invested and involved in our school and family engagement remains high; more than 200 parents attend our monthly general parent meetings.

Though our academic results were positive overall, not all subgroups achieved at high levels on the CAASPP exams. Students with disabilities scored 66.5 points below the ELA standard (Orange) and 111.3 points below the math standard (Red). Long-Term English Learners scored 70.8 points below the ELA standard (Orange) and 109 points below the math standard (Orange). We plan to address those

academic results through actions 2.1 Core Instructional Model, 2.3 English Learner Supports, 2.4 Assessment & Intervention, and 2.6 Special Education.

Student attendance has been a challenge in recent years. Our student attendance rate dropped to as low as 94% in the 2022-23 school year, but in response we doubled down on our commitment to making our school a positive, enjoyable experience as well as following up with absent students to encourage them to attend as often as possible via our tiered attendance response plan. Our most recent California Dashboard data reflects the progress we've made because whereas 26.5% of students were considered chronically absent only two years ago, our chronic absenteeism rate dropped to just 5.7% on the California Dashboard this year. Our school earned a Green performance indicator overall, and none of our student subgroups earned a Red nor Orange performance indicator. Our Students with Disabilities (10.6% chronically absent) was the subgroup with the highest chronic absenteeism rate, and we earned a Yellow performance indicator. We plan to address those student attendance challenges with the 1.4 Student Engagement Protocol action. Our suspension rate overall (3.3% of students were suspended at least one day) increased slightly, and we earned an Orange performance indicator for suspension rate on the California Dashboard. We will continue to prioritize the 1.2 PBIS action which is focused on rewarding prosocial behaviors and we will continue our work with the 1.3 Mental Health Services action by partnering with service providers to meet students' mental health needs. We plan to continue those efforts going forward.

Learning Recovery Emergency Block Grant (LREBG)

JJMS has $225,719 in unexpended LREBG funds for the 2026-27 school year.

The LREBG funded action relating to funding Saturday School can be found in Goal 2, Action 2. The LREBG funded actions relating to creating a positive school climate with a tiered engagement protocol to ensure regular school attendance may be found in Goal 1, Actions 2, 4, and 6. The LREBG funded actions related to providing hotspots for student internet at home can be found in Goal 1, Action 4.

The JJMS needs assessment substantiated findings from the 2025 Dashboard related to student academic needs in English Language Arts and Mathematics. The needs assessment determined that students need to be at school each day in order for their academic needs to be addressed. To support high rates of daily attendance, the school needs to have clear expectations for student behavior (Goal 1, Action 2), procedures in place to communicate and problem-solve with parents regarding attendance issues (Goal 1, Action 4), and opportunities for students to identify and regulate their emotions (Goal 1, Action 6). Some students also require additional academic support (Goal 2, Action 2).

This falls under the allowable uses of the LREBG funding by integrating evidence-based pupil supports to address other barriers to learning, such as social emotional learning and access to academic support programs.

Research that supports the benefits of Saturday School to remediate learning loss can be found here: https://ies.ed.gov/rel-appalachia/2025/01/report-summary-0.

Research supporting the benefits of technology access at home can be found here: https://pmc.ncbi.nlm.nih.gov/articles/PMC10176282/#:~:text=Our%20findings%20show%20that%20access,based%20on%20the%20entire%20sample.

Research that supports the benefits of administering SEL programming can be found here: https://rossier.usc.edu/news-insights/news/2026/january/new-study-provides-evidence-social-emotional-learning-programs-improve-academic-performance

The metrics that will be used to track the effectiveness of these actions are 1.1 Average Daily Attendance, 1.2 Chronic Absence Rate and 2.7 % of students making one year of academic growth or exceeding one year of academic growth.

Reflections: Technical Assistance

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

N/A

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.

James Jordan Middle School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Parents	The School Site Council is composed of parents and staff. The SSC and English Learner Advisory Council (ELAC) met monthly from October throughout the year to reflect on data and provide input on plan development. The SSC/ELAC reviewed the LCAP and provided feedback at the February meeting. Parents provided additional feedback during monthly parent meetings and the annual survey in January 2026. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. A public hearing for the LCAP was held on May 14, 2026. The LCAP was approved at a public meeting on June 2, 2026.
Teachers, administrators, and other school personnel	Teachers participated in the LAUSD staff survey from January - April 2026 and provided feedback during weekly staff meetings, grade level meetings, and twice weekly lead teacher meetings. They also provided feedback in a May 2026 survey.
Students	Students provided feedback in the LAUSD student survey from January - April 2026. A student survey was administered in May 2026.

Insert or delete rows, as necessary.

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

Due to positive feedback from our educational partners, we are continuing with LCAP implementation as previously planned. We will address the feedback around specific needs through refinement of our current program, but these changes do not require any changes to the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	JJMS will maintain a safe and positive campus climate.	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students' basic needs of safety and well-being must be met in order for them to achieve academically. Our model includes robust safety training for employees and a comprehensive system for ensuring positive behaviors are reinforced publicly and antisocial behaviors are responded to consistently and appropriately.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average Daily Attendance	96.07% Data Year: 2023-24 Data Source: P2 Report	96.28% Data Year: 2024-25 Data Source: P2 Report	97.06% Data Year: 2025-26 Data Source: P2 Report	95% ADA	+.99%

1.2	Chronic Absence Rate for all students and all significant subgroups	All Students: 15.1% EL: 18.5% SED: 14.9% SWD: 26.5% Asian: 0% Hispanic/Latinx: 16.0% Data Year: 2022-23 Data Source: DataQuest	LAUSD: 23.3% James Jordan All Students: 6.8% EL: 8.7% SED: 7.2% SWD: 11.4% Asian: not enough students Hispanic/Latinx: 7.2% Data Year: 2023-24 Data Source: DataQuest	LAUSD: 21.9% James Jordan All Students: 5.7% EL: 7.4% SED: 6.5% SWD: 10.6% Asian: Fewer than 11 students Hispanic/Latinx: 5.9% Data Year: 2024-25 Data Source: DataQuest	Better than LAUSD for all students and significant subgroups	All Students: -9.4% EL: -11.1% SED: -8.4% SWD: -15.9% Asian: N/A Hispanic/Latinx: -10.1%
1.3	Middle School Dropout Rate	<0.5% (1 student out of ~450 students) Data Year: 2022-23 Data Source: Calpads 8.1c Report	0.2% (1 student) Data Year: 2023-24 Data Source: Calpads 8.1c Report	0% Data Year: 2024-25 Data Source: Calpads 8.1c Report	0%	-.002

1.4	Suspension Rate for all students and all significant subgroups	All Students: 5.7% EL: 5.4% SED: 5.5% SWD: 7.1% Asian: 0% Hispanic/Latinx: 4.0% Data Year: 2022-23 Data Source: DataQuest	All Students: 2.8% EL: 6.8% SED: 2.5% SWD: 6.3% Asian: not enough students Hispanic/Latinx: 2.9% Data Year: 2023-24 Data Source: DataQuest	All Students: 3.3% EL: 5.2% SED: 3% SWD: 2.3% Asian: Fewer than 11 students Hispanic/Latinx: 3.3% Data Year: 2024-25 Data Source: DataQuest	<5% for all students and subgroups	All Students: -2.4% EL: -.2% SED: -2.5% SWD: -4.8% Asian: N/A Hispanic/Latinx: -.7%
1.5	SARC Facilities rating of good or higher	Good or Higher Rating Data Year: 2023-24 Data Source: Local Indicators	Exemplary Data Year: 2024-25 Data Source: FIT Report	Good Data Year: 2025-26 Data Source: FIT Report	Good or Higher Rating	Maintained
1.6	% of staff trained in campus safety measures	100% of staff employed on the date of training were present and took part. Since then, 2 new hires were added to the staff and will be trained in the next cycle. Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data	100% Data Year: 2025-26 Data Source: Local Data	100%	Maintained

1.7	Student survey % positive responses: School safety (Do you think JJMS is safe or safer than other schools?) & school connectedness (teachers want students to do well)	84.3% of students w/ positive responses on school safety 92.7% of students w/ positive responses on connectedness Data Year: 2023-24 Data Source: Climate Survey	91% of students w/ positive responses on school safety 94% of students w/ positive responses on connectedness Data Year: 2024-25 Data Source: Climate Survey	92.8% of students w/ positive responses on school safety 93.4% of students w/ positive responses on connectedness Data Year: 2025-26 Data Source: Climate Survey	Safety: 85% Connectedness: 90%	+8.5% of students w/ positive responses on school safety +.7% of students w/ positive responses on connectedness
1.8	Parent survey % positive responses: School safety (Do you think JJMS is safe or safer than other schools?) & school connectedness (teachers want students to do well)	97.3% of parents w/ positive responses on school safety 100% of parents w/ positive responses on connectedness Data Year: 2023-24 Data Source: Climate Survey	98% of parents w/ positive responses on school safety 97% of parents w/ positive responses on connectedness Data Year: 2024-25 Data Source: Climate Survey	96.9% of parents w/ positive responses on school safety 98.9% of parents w/ positive responses on connectedness Data Year: 2025-26 Data Source: Climate Survey	Safety: 85% Connectedness: 90%	-.4% of parents w/ positive responses on school safety -1.1% of parents w/ positive responses on connectedness
1.9	% of students receiving positive, public recognition	100% of students Data Year: 2023-24 Data Source: Local Data	100% of students Data Year: 2024-25 Data Source: Local Data	100% of students Data Year: 2025-26 Data Source: Local Data	100%	Maintained
1.10	% of students who plan to return next year	100% of students Data Year: 2023-24 Data Source: Local Data	100% of students Data Year: 2024-25 Data Source: Local Data	100% of students Data Year: 2024-25 Data Source: Local Data	98%	Maintained

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include our attendance rate in P1; our students are very engaged in the school community. We owe that success not only to the positive school culture we've cultivated, but our attendance tracking system and accountability processes. Additionally, the JJMS staff have been collaborating well between grade levels and have coordinated several well-received on campus events, such as the Fall and Winter Festivals and the Spring Fling. Our students have also taken the initiative to lead school events and participate in Spirit Week decision-making. We are proud of our school community's active engagement and commitment to creating more opportunities to celebrate JJMS.

Some challenges with implementation this year include that our attendance has been affected by the current political climate; some of our families fear immigration crackdowns at or near our school, so those fears have had a small impact on our attendance. In addition, JJMS struggled with the flu epidemic this winter; many teachers and students were absent due to illness.

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 for Goal 1.

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

Our Facilities & Campus Safety, PBIS, Mental Health Services, Student Activities, and Social Emotional Learning actions were all effective as evidenced by several data points including that our family and student survey results revealed that 92.8% of students and 96.9% of parents said our school is as safe as or safer than other schools and 93.4% of students and 98.9% of parents say teachers want students to do well. Our school is fully enrolled with a wait list for every grade level, 100% of students received public, positive recognition this year, and 100% of students intend to return to our school next year. Our Student Engagement Protocol action was effective as evidenced by our attendance rate of 97.06%, which represents an increase from the previous year, and decreasing chronic absenteeism rate of only 5.7% for the 2024-25 school year. It was also successful in regards to our Middle School Dropout Rate of 0% and our Suspension Rate of 3.3%, which represents a 2.4% decrease from the baseline.

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

The school is not making any changes to the planned goal, metrics, or desired outcomes for the coming year based on the reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Facilities & Campus Safety	• Annual update of campus safety plan and training for campus safety staff (classified). Chart hours of training per year. • Structured student supervision by trained classified staff during break, lunch, before/after school. • Comprehensive security procedures • Campus maintained in good repair	$1,389,124	No
1.2	PBIS (LREBG)	• Natural Consequences i. At least one reward event per quarter based on attendance or academic improvement ii. At least two reward events per year based on students meeting highest standards of prosocial behavior. iii. Student store based entirely on merit points: Broad selection of incentives iv. Demerits for antisocial behavior • Behavior support center with opportunity for voluntary small group instruction • Suspension diversion program supervised by Substitute credentialed staff • Incident form for informal conflict resolution • Since we are committing LREBG funds to this action, this is a link to research supporting the effectiveness of the action: https://rossier.usc.edu/news-insights/news/2026/january/new-study-provides-evidence-social-emotional-learning-programs-improve-academic-performance	$47,321	Yes

1.3	Mental Health Services	• Mental health monitoring group meets twice a month to determine whether social emotional mental health issues are contributing to antisocial behavior • PPS School Counselor: Special Education Services, Individual Counseling for students identified through SSPT process (mental health monitoring group meets twice a month), and engages in conversations with parents prior to second truancy contact • University Supervisor for supervision of Social Work interns • Mental Health Services MOU w/ two community agencies for direct services on campus individually or student focus groups to meet student needs	$287,305	Yes
1.4	Student Engagement Protocol (LREBG)	• Assessment of measures of engagement • Tiered attendance response plan that identifies levels of support for students who are not consistently attending or engaging in classes. Students who miss 3 consecutive days or 60% minutes of any week will have the following steps taken: i. First time--Documented parent contact by email OR text and phone call by a coordinator. ii. Second time--Parent contact (live) with the administrator or assigned designee and letter sent to the home address iii. Third time--Parent meeting with mandatory 2x per week session with a qualified member of the on-campus mental health team who does analysis of environmental support for academic work. Students who after MANY attempts to get engagement, need to be on campus every day—when possible • (All communication is available in English or Spanish according to parent preference. While no other language group reaches the 15% threshold for mandatory translation, we do employ professional translators to support communication with parents that have a primary language of Vietnamese.) • SARB Protocols (Office Clerk for Attendance Support) • Since we are committing LREBG funds to this action, this is a link to research supporting the effectiveness of the action: https://pmc.ncbi.nlm.nih.gov/articles/PMC10176282/#:~:text=Our%20findings%20show%20that%20access,based%20on%20the%20entire%20sample.	$420,542	Yes

1.5	Student Activities	• Club Time and/or Advisory Electives • Regular reward assemblies by grade level • System of school-wide incentive events based on academic and prosocial behaviors i. Ex. only open who are passing all their classes or only open to students w/o referrals ii. Video game trucks, iii. Winter festival with store to buy presents for family and friends, Different activity rooms iv. End of the Year Carnival: Games, food court v. After School Sports: competitive league with in-house teams vi. Field Trips: every grade level chooses field trips/academic enrichments for students to participate in each year and the current focus is on arts and music enrichments	$209,946	Yes
1.6	Social Emotional Learning (LREBG)	• Our mental health staff will lead an advisory group to support students who have experienced trauma • Social work interns and community partners provide a variety of support groups • Since we are committing LREBG funds to this action, this is a link to research supporting the effectiveness of the action: https://rossier.usc.edu/news-insights/news/2026/january/new-study-provides-evidence-social-emotional-learning-programs-improve-academic-performance	$38,491	No

Goal

Goal #	Description	Type of Goal
2	JJMS will maintain superior levels of student achievement school wide and for all subgroups.	Broad

State Priorities addressed by this goal.

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.

Only a few students arrive at JJMS having mastered the grade level standards from elementary school, so our students are in dire need of remediation while also continuing to support their access to grade level curriculum.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SBAC ELA: % meeting/exceeding standards for all students and all significant subgroups	LAUSD (all grade levels): 41.17% James Jordan: All Students: 53.1% EL: 13.16% SED: 51.96% SWD: 19.45% Hispanic: 51.49% Data Year: Spring 2023 Data Source: CAASPP Results	LAUSD (all grade levels): 43.06% James Jordan: All Students: 54.4% EL: 15.7% SED: 53.7% SWD: 21.2% Hispanic: 54.0% Data Year: Spring 2024 Data Source: CAASPP Results	LAUSD (all grade levels): 46.45% James Jordan: All Students: 54.7% EL: 10% SED: 53.5% SWD: 22.4% Hispanic: 53.7% Data Year: Spring 2025 Data Source: CAASPP Results	At least 5% greater proficiency rate than LAUSD	James Jordan: All Students: +1.6% EL: -3.16% SED: +1.54% SWD: +2.95% Hispanic: +2.21%

2.2	SBAC Math: % meeting/exceeding standards for all students and all significant subgroups	LAUSD (all grade levels): 30.5% James Jordan: All Students: 39.4% EL: 6.58% SED: 37.34% SWD: 12.67% Hispanic: 38.4% Data Year: Spring 2023 Data Source: CAASPP Results	LAUSD (all grade levels): 32.83% James Jordan: All Students: 37.4% EL: 8.7% SED: 35.4% SWD: 15.2% Hispanic: 36.1% Data Year: Spring 2024 Data Source: CAASPP Results	LAUSD (all grade levels): 36.76% James Jordan: All Students: 37.2% EL: 7.1% SED: 35.5% SWD: 14.5% Hispanic: 36.5% Data Year: Spring 2025 Data Source: CAASPP Results	At least 5% greater proficiency rate than LAUSD	James Jordan: All Students: -2.2% EL: +.52% SED: -1.84% SWD: +1.83% Hispanic: -1.9%
2.3	CA Science Test: % meeting/exceeding standards compared to LAUSD	LAUSD (all grade levels): 22.17% James Jordan: All Students: 42.28% EL: 5.56% SED: 42.03% SWD: 20.00% Hispanic: 39.29% Data Year: Spring 2023 Data Source: CAST Results	LAUSD (all grade levels): 23.96% James Jordan: All Students: 37.1% EL: 0% SED: 36.6% SWD: 20.00% Hispanic: 34.9% Data Year: Spring 2024 Data Source: CAST Results	LAUSD (all grade levels): 32.66% James Jordan: All Students: 38.6% EL: 0% SED: 36.1% SWD: 12.5% Hispanic: 43.9% Data Year: Spring 2025 Data Source: CAST Results	At least 5% greater proficiency rate than LAUSD	James Jordan: All Students: -3.68% EL: -5.56% SED: -5.93% SWD: -7.5% Hispanic: +4.61%

2.4	% of students with 2 NC grades participate regularly in extended learning	75% Data Year: 2023-24 Data Source: Local Data	93% Data Year: 2024-25 Data Source: Local Data	97% Data Year: 2025-26 Data Source: Local Data	90%	+22%
2.5	Staff/student ratio for support classes	6th-8th grade: 22.7:1 Ratio Data Year: 2023-24 Data source: SIS Enrollment Data	23.5:1 Ratio Data Year: 2024-25 Data source: SIS Enrollment Data	23:1 Data Year: 2025-26 Data source: SIS Enrollment Data	25:1 or lower	+.3%
2.6	# of students moving out of the lowest performance bands on internal benchmark assessment from Fall to Spring	Math Fall to Spring: 46% red zone to 27% red zone ELA Fall to Spring: 48% red zone to 34% red zone Data Year: 2023-24 Data Source: Local Benchmark Data	Math Fall to Spring: 43% red zone to 29% red zone ELA Fall to Spring: 49% red zone to 35% red zone Data Year: 2024-25 Data Source: Local Benchmark Data	Math Fall to Spring: 44% red zone to 26% red zone ELA Fall to Spring: 51% red zone to 37.6% red zone Data Year: 2025-26 Data Source: Local Benchmark Data	Better than LAUSD by 5-7-10% over the next three years	Math Fall to Spring: -2% red zone to -1% red zone ELA Fall to Spring: +3% red zone to +2.6% red zone
2.7	% of students making one year of academic growth or exceeding one year of academic growth	Typical growth: ELA: 68% Math: 71% Stretch: ELA: 37% Math: 36% Data Year: 2023-24 Data Source: iReady	Typical growth: ELA: 60% Math: 55% Stretch: ELA: 26% Math: 22% Data Year: 2024-25 Data Source: iReady	Typical growth: ELA: 54.6% Math: 57.5% Stretch: ELA: 26% Math: 23% Data Year: 2025-26 Data Source: iReady	Typical growth target: 82% ELA 62% MATH Stretch targets: 38% ELA 38% MATH	Typical growth: ELA: -13.4% Math: -13.5% Stretch: ELA: -11% Math: -13%

2.8	EL reclassification rate	Date not yet released by the CDE	Date not yet released by the CDE	N/A	At least 5% more students improving than LAUSD	N/A
2.9	% of ELs improving on ELPAC summative (Dashboard measure)	51.3% Data Year: 2022-23 Data Source: CA Dashboard English Learner Progress Indicator	61.3% Data Year: 2024-25 Data Source: CA Dashboard English Learner Progress Indicator	47.1% Data Year: 2025-26 Data Source: CA Dashboard English Learner Progress Indicator	55% or better than LAUSD average	-4.2%
2.10	% of students who have access to and are enrolled in a broad course of study (ELA, Math, Social Science, Science, VAPA, PE, Health)	100% Data Year: 2023-24 Data Source: Local Indicators	100% Data Year: 2024-25 Data Source: Local Indicators	100% Data Year: 2025-26 Data Source: Local Indicators	100%	Maintained
2.11	% adopted standards including ELD are implemented	100% Data Year: 2023-24 Data Source: Local Indicators	100% Data Year: 2024-25 Data Source: Local Indicators	100% Data Year: 2025-26 Data Source: Local Indicators	100%	Maintained
2.12	% of students have access to standards-aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicators	100% Data Year: 2024-25 Data Source: Local Indicators	100% Data Year: 2025-26 Data Source: Local Indicators	100%	Maintained

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that our English Learners have shown incredible growth; many have achieved Level 3 status on the ELPAC exam. Additionally, our Special Education team has worked diligently with students to achieve their individual

IEP goals, and they are also progressing well in annual testing. We have been prioritizing strategies to support EL and Special Education students, and we will continue to pay close attention to these subgroups.

Some challenges with implementation this year include the fact that it has been difficult to retain staff in certain positions; many newer teachers have been leaving the profession altogether. This impacts continuity in regards to our academic programming. There has also been a shift in our Special Education program at the organizational level. Staff are being asked to collaborate more in order to better serve our students with disabilities. We have also been continuously concerned with math performance in the post-pandemic era, especially for our English Learners and Special Education students. Although we have worked to support students in their math proficiency goals, there are still some gaps in regards to essential skills.

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

The difference between the budgeted expenditures of $48,000 and estimated actuals of $40,232 for Action 4 (Assessment and Intervention) was due to the fact that the actual cost of i-Ready was less than originally anticipated. The difference between the budgeted expenditures of $1,118,822 and estimated actuals of $1,335,437 for Action 6 (Special Education) was due to an increased need for Special Education services. The difference between the budgeted expenditures of $120,900 and estimated actuals of $141,514 for Action 7 (High Quality Curriculum) was due to increased curriculum costs.

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

Our Curriculum Mapping and High-Quality Curriculum actions have been successful as evidenced by 100% of students having access to and being enrolled in a broad course of study, 100% of students having access to standards-aligned instructional materials, and 100% of adopted standards including ELD standards being implemented. Our Core Instructional Model, Extended Learning Opportunities, Assessment & Intervention, Special Education, and High-Quality Curriculum actions have been successful as evidenced by our CAASPP results: 54.7% of JJMS students overall met or exceeded the ELA standard while 46.45% of LAUSD's students overall met or exceeded the ELA standard. Our internal assessments provide additional evidence of the growth our students made with ELA achievement. From the fall to spring, 54.6% of students made one year's worth of typical growth as measured by the i-Ready exams.

Our math achievement also supports that our Core Instructional Model, Extended Learning Opportunities, Assessment & Intervention, and Special Education actions were successful. On the CAASPP assessment 37.2% of JJMS students overall met or exceeded the math standard; 36.76% of LAUSD's students overall met or exceeded the math standard. Our internal assessments provide additional evidence of the growth our students made with math achievement. From the fall to spring, 57.5% of students made one year's worth of typical growth as measured by the i-Ready exams.

Our CAST results provided more evidence of those actions being implemented successfully: 38.6% of JJMS students overall met or exceeded the science standard while 32.66% of LAUSD's students overall met or exceeded the science standard.

Our English Learner Supports action was partially effective as evidenced by a 23:1 staff to student ratio for support classes and 47.1% of ELs improved on the ELPAC summative assessment in 2024-25. This represents a decline from the previous year, but we plan to prioritize EL academic support in the coming year.

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

The school is not making any changes to the planned goal, metrics, or desired outcomes for the coming year based on the reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Core Instructional Model	• Two hours ELA and two hours math daily. First hour, homogeneous ability group on grade level standards; second hour for support/remediation, specifically ELD supports (EL) • Rigorous Curriculum aligned national, state, and ELD standards. • Create classes that provide appropriate ratios of student to staff ratios. i. Support classes average less than or equal to 27 students and honors classes average less than or equal to 36 students ii. Maintain lower staff/student ratios in classrooms with students that need more support with language skills; use paraprofessionals strategically	$766,292	Yes
2.2	Extended Learning Opportunities (LREBG)	• Provide an expanded learning program during 1 week of Winter Break, two weeks of Spring Break, Four weeks of Summer Break. • Provide a free after-school program with academic support services for students 177 days of the year. (ASES and General Fund) with highly qualified paraprofessionals providing academic support. • Saturday School approximately 30 days per year. • Lunchtime tutoring with credentialed teachers and college students. • Since we are committing LREBG funds to this action, this is a link to research supporting the effectiveness of the action: https://ies.ed.gov/rel-appalachia/2025/01/report-summary-0	$486,864	No

2.3	English Learner Supports	• (EL) Saturday school ELPAC Prep Boot camp • Integrated ELD: all teachers are EL authorized and all single-subject ELA teachers are CLAD/ELA1 certified; multiple PD on cross-content connections with ELD standards incorporated (demo lessons, and cycle of observations to ensure ELD standards implementation) • Newcomers assigned to meet with a qualified mentor that is supervised by CLAD/ELA1 credentialed staff at least weekly to support in language development and progress monitoring	$69,137	Yes
2.4	Assessment & Intervention	• Assess students to determine likely obstacles to improvement, such as lack of phonics skills. Quarterly assessment with disaggregated data by student group. ELA and Math i-Ready or IAB data, Science CAST Practice Test, History and PE PFT • A phonics intervention is embedded in the curriculum of the Language Skills daily course • Teacher-created assessments, i-Ready Diagnostics, CAASPP and CAST practice tests for ELA, math, and science	$52,761	No
2.5	Curriculum Mapping	• Revise and improve comprehensive curriculum map for Expository Content courses. • Annually in the two weeks of PD prior to the start of school, data analysis of SBAC from previous spring. Use patterns to adjust pacing plans for ELA, Science, Math.	$39,632	No
2.6	Special Education	• Special Day Program • 70% Inclusion/30% pull-out • Keep caseloads lower than state maximum • Administrator holds weekly meetings with sped teacher - ft clerk supports IEP process, 3rd party vendors provide assessments	$1,481,573	No
2.7	High-Quality Curriculum	JJMS provides students with high quality, standards aligned curricular resources to ensure access to a rigorous course of study. • MATH: IronBox Power Over Numbers, iReady, Unbound Ed, Eureka Math • ELA: IronBox Power Over Words, iReady, Unbound Ed, and Step Up to Writing • SCIENCE: Science Alive! • HISTORY/SOCIAL STUDIES: My World interactive/Savvas Learning • PHYSICAL EDUCATION/HEALTH: Teen Health	$147,622	No

Goal

Goal #	Description	Type of Goal
3	JJMS will develop high quality teachers.	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Teachers must be supported in their development process to provide high-quality instruction, as the quality of instruction is one of the key components driving student academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher survey: % of teachers who feel professional development activities are relevant to their own students	61.5% Data Year: 2023-24 Data Source: Teacher Survey	100% Data Year: 2024-25 Data Source: Teacher Survey	100% Data Year: 2025-26 Data Source: Teacher Survey	90%	+38.5%
3.2	% of teachers, including EL teachers, properly credentialed and appropriated assigned	85.07% Data Year: 2021-22 Data Source: SARC	72.72% Data Year: 2022-23 Data Source: SARC	47.6% Data Year: 2023-24 Data Source: SARC	90%	-37.47%
3.3	% of teachers who complete the cycle of written reflection on growth goals at the end of each year	100% Led by Department Chairs Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data	100% Data Year: 2025-26 Data Source: Local Data	100%	Maintained
3.4	% of teachers who agree the administration supports them when they report a student or parent has behaved inappropriately	This is a new metric added at the end of the 2024-25 school year	Data unavailable Survey will be administered in 2025-26 school year	78%	85%	N/A
3.5	% of teachers who agree the administration provides them with information about how to clear their teaching credential	This is a new metric added at the end of the 2024-25 school year	Data unavailable Survey will be administered in 2025-26 school year	93%	95% should be Not Applicable or Yes	N/A

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that we have established schoolwide academic priorities for all subjects; this process has contributed to teacher development and collaboration. Additionally, the partnerships created between lead teachers and department chairs allows for further connections between the teams; everyone is learning from each other.

Some challenges with implementation this year include the fact that some staff members have struggled with classroom management; fortunately we have many exemplary veteran teachers to model best practices and provide support. Administration continues to support teacher development in regards to behavior management.

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

The difference between the budgeted expenditures of $54,401 and estimated actuals of $87,509 for Action 1 (Teacher Professional Development) was due to the fact that we added crisis intervention training to our professional development offerings. The difference between the budgeted expenditures of $31,973 and estimated actuals of $37,900 for Action 2 (Ongoing Coaching) was due to the fact that we added stipends for our department chairs.

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

Our Teacher Professional Development, Teacher Coaching and Teacher Professional Development for English Learners actions have been highly successful as evidenced by 100% of teachers completing the cycle of written reflection on growth goals at the end of the year and the 100% of teachers who feel that professional development activities are relevant to their students. In addition, 93% of teachers agree that the administration provides them with information about how to clear their teaching credential and 78% of teachers agree that the administration supports them when they report a student or a parent has behaved inappropriately. These actions were less effective in regards to our decreased teacher credentialing rate of 47.6%. We plan to increase our rate in the coming year by prioritizing our support of teachers who are going through the credentialing process.

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

The school is not making any changes to the planned goal, metrics, or desired outcomes for the coming year based on the reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Professional Development	• Overall structure: We maintain a PD committee that is a mix of teachers and admin. Determine what PD should be scheduled. Weekly Friday meetings: 3 hours to focus on topics developed by the committee • Provide additional professional development for ELA teachers in two weeks prior to the start of school. Data analysis to improve pacing plans. Veteran-led training on specific pedagogical strategies expected in ELA classes. 2x monthly Wed collaboration, ELA dept meetings 1x monthly on Thursdays. Review quarterly data and evaluate pacing plan progress. Determine any changes and specific changes for subgroups. • New teachers or teachers who have not met their growth goals have an additional day of PD at the beginning of the school year	$112,187	Yes
3.2	Teacher Coaching	• Stipend a "Lead Teacher" to provide peer coaching. • Administrators spend 15-20% of time coaching and developing teachers individually. Goals set at the beginning of the year based on CSTP's. Differentiated levels of support and frequency of meetings according to data. • Content department chairs will conduct observations and lead coaching sessions	$35,105	Yes
3.3	Teacher Professional Development for English Learner Support	• (EL) Provide PD on ELPAC • (EL) Data analysis for teachers of the academic performance of English Learners, working in contents and grade level partners to identify what skills will address the needs. Admin to model and teach strategies proven successful for ELD. Will be analyzing data by domain to see areas of need within ELPAC and can connect back to claims from SBAC interims and previous year ELPAC, plus iReady diagnostics	$18,427	Yes

Goal

Goal #	Description	Type of Goal
4	JJMS will have robust parent engagement.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parents must be aware of their child’s progress, the supports offered by the school, and how they can best support their child at home in order to maximize academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	At least one parent of an enrolled student elected by other parents to JJMS Board	Met Data Year: 2023-24 Data Source: Board Minutes	Met Data Year: 2024-25 Data Source: Board Minutes	Met Data Year: 2025-26 Data Source: Board Minutes	At least one parent	Maintained
4.2	% of parents attend Welcome Breakfast	64% Data Year: 2023-24 Data Source: Welcome Breakfast Attendance	58% Data Year: 2024-25 Data Source: Welcome Breakfast Attendance	57% Data Year: 2025-26 Data Source: Welcome Breakfast Attendance	>50%	-7%
4.3	# of parents attend monthly general parent meetings	>100 Data Year: 2023-24 Data Source: Parent Meeting attendance logs	>200 Data Year: 2024-25 Data Source: Parent Meeting attendance logs	>200 Data Year: 2025-26 Data Source: Parent Meeting attendance logs	>100	+100
4.4	# of parents attending ELAC meetings on average	Quorum was not regularly met Data Year: 2023-24 Data Source: ELAC Meeting Minutes	6 parents Data Year: 2024-25 Data Source: ELAC Meeting Minutes	10+ parents Data Year: 2025-26 Data Source: ELAC Meeting Minutes	8-10 parents in attendance	N/A
4.5	% of students with an NC quarter grade whose parent has a conference with teacher/admin to create a plan for improvement or 3 attempts to set appointment with parent	100% Data Year: 2023-24 Data Source: Conference attendance	100% Data Year: 2024-25 Data Source: Conference attendance	100% Data Year: 2025-26 Data Source: Conference attendance	100%	Maintained

Goal Analysis for 2025-26

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

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

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include that there is a significant community demand for enrollment at JJMS; 160 families participated in the admission lottery and 76 families are on the waitlist. Parent communication and meeting participation have also been very successful this year; many families participate in Coffee with Administrators. We have prioritized inviting families to events and general parent meetings, and we have been thrilled that approximately 200 families now attend these meetings monthly.

Some challenges with implementation this year include that there is a small group of students whose parents are not very engaged; this impacts their attendance. Additionally, some parents have struggled to manage their children's behavior; JJMS continues to maintain and communicate high expectations for its students. Families who are new to JJMS sometimes experience a culture shock because they are unaccustomed to the structures, expectations, and follow-through for academics, attendance, and behavior-tracking.

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 for Goal 4.

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

The Family Events, Committee Meetings, Workshops and Parent Communication actions have been successful as evidenced by the 200 parents who attend monthly general meetings and the 57% of parents who attended the Welcome Breakfast. In addition, at least one parent representative serves on the JJMS Board. In addition, more than 10 parents have been attending ELAC meetings on average.

The Improvement Plan action was successful as evidenced by 100% of students with an NC grade having a parent/admin conference to create a plan for improvement.

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

The school is not making any changes to the planned goal, metrics, desired outcomes, or actions for the coming year based on the reflections on prior practice.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Events	● Back to school event: Offer a high-quality weekend event to welcome students and parents back to school each August. ● Regular Monthly Parent Meetings ● 8th grade Parent Meetings	$89,325	Yes
4.2	Workshops	● Offer workshops on how to understand your child's academic progress. ● Offer workshops on mental health or positive parenting techniques.	$0	No
4.3	Committee Meetings	● Encourage attendance and engagement through regular committee meetings advertised by phone and text blasts ● (EL) ELAC parent meetings – review sample questions and discuss activities parents can do at home to help prepare students for ELPAC ● SSC meets regularly	$0	No
4.4	Improvement Plan	● Parents will be encouraged to participate in creating an improvement plan for students who have NC grades. ● Ongoing parent teacher conferences for any student with No Credit (NC) in any course.	$0	No
4.5	Parent Communication	● Parent Activities Lead (FT) ● Advertising meetings through text/phone blasts and the website	$182,027	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,797,498	$218,261

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
36.77%	0%	$0	36.77%

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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2 PBIS	Our students struggle with mental health and behavioral challenges, and those struggles sometimes lead to disruptive behavior. Our school-wide suspension rate was 3.3% in the most recent year and 5.2% of English Learners, 3% of Socioeconomically Disadvantaged students, and 2.3% of Students with Disabilities were suspended at least one day that year.	JJMS will provide increased support for students who struggle with behavioral challenges. Our Behavior Support Center provides voluntary small group instruction and our Suspension Diversion Program aims to keep students in school as much as possible. By providing these supports, we hope to lower our suspension rate for all students but especially for our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	1.4 Suspension Rate for all students and all significant subgroups

1.3 Mental Health Services	When our school culture is negatively impacted by disruptive behavior, students suffer and their perceived safety decreases. In our most recent student survey, 92.8% responded positively about school safety; in the most recent family survey, 96.9% responded positively about school safety.	We have developed multiple supports for students who would benefit from additional mental health resources. Our mental health monitoring group meets twice a month to identify and plan for the supports students will benefit from. We offer individual counseling for students identified through our SSPT process and our Social Work interns provide additional support. We will offer an advisory for students who have experienced trauma, and we are participating in a grant program that allows for the reimbursement of mental health services for non-IEP students as well as the use of software to document support sessions. By providing these supports, we hope to address the mental health needs for all students but especially for our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	1.7 Student survey % positive responses: School safety (Do you think JJMS is safe or safer than other schools?) 1.8 Parent survey % positive responses: School safety (Do you think JJMS is safe or safer than other schools?)
1.4 Student Engagement Protocol	We know our students need to be present and fully engaged in their academic courses in order to excel. One challenge we face in that regard is student attendance and chronic absenteeism. In the most recent year, our student attendance rate was 97.06% and the year before that, our chronic absenteeism rate was 5.7% for all students but 7.4% for English Learners, 6.5% for Socioeconomically Disadvantaged, and 10.6% for Students with Disabilities.	We developed a tiered attendance response plan to identify levels of support for students who do not consistently attend or engage in classes. Our team makes contact with families to encourage attendance and our mental health team analyzes the environmental support for academic work our students need. By providing these supports, we hope to support students with attendance and expect those efforts to work for all students but especially for our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	1.1 Average Daily Attendance 1.2 Chronic Absence Rate for all students and all significant subgroups

1.5 Student Activities	Our students want to feel and be successful at school, and our student activities are a way to engage students in their interests. When students do not feel successful and engaged, they may choose to be disruptive in school or leave our school altogether. Our school-wide suspension rate was 3.3% in the most recent year and 5.2% of English Learners, 3% of Socioeconomically Disadvantaged students, and 2.3% of Students with Disabilities were suspended at least one day that year. On our recent student and parent surveys, 93.4% of students and 98.9% of parents said teachers want students to do well.	JJMS will provide a variety of clubs, assemblies, and other incentives based on academic and prosocial behaviors including participation in fun activities and field trips. By providing these supports, we hope to lower our suspension rate for all students but especially for our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities and we hope all students and parents agree that teachers want students to do well.	1.4 Suspension Rate for all students and all significant subgroups 1.7 Student survey % positive responses: school connectedness (teachers want students to do well) 1.8 Parent survey % positive responses: school connectedness (teachers want students to do well)
2.1 Core Instructional Model	Our state summative assessment data reveals that some subgroups are not meeting the proficiency standard at the same rate as all students. For example, 54.7% of all students in the school met or exceeded the ELA standard in spring 2025, 37.2% of all students met or exceeded the math standard, and 38.6% of all students met or exceeded the science standard on end-of-year state testing, but those numbers were often significantly lower for some subgroups including our English Learners (10% met/exceeded the ELA standard, 7.1% met/exceeded the math standard, and 0% met/exceeded the science standard), Socioeconomically Disadvantaged students (53.5% met/exceeded the ELA standard, 35.5% met/exceeded the math standard, and 36.1% met/exceeded the science standard), and Students with Disabilities (22.4% met/exceeded the ELA standard, 14.5% met/exceeded the math standard, and 12.5% met/exceeded the science standard).	We provide two hours of ELA and two hours of math instruction daily, and we provide all students with instruction targeted at grade-level standards as well as on support and remediation skills. We specifically focus on ELD support for our English Learners. Our support classes average less than or equal to 27 students and we strategically maintain lower staff to student ratios in classrooms where students need more support with language skills. By providing these supports, we hope to provide targeted academic support for all students but especially for our English Learners and Students with Disabilities.	2.1 SBAC ELA: % meeting/exceeding standards for all students and all significant subgroups 2.2 SBAC Math: % meeting/exceeding standards for all students and all significant subgroups 2.3 CA Science Test: % meeting/exceeding standards compared to LAUSD

3.1 Teacher Professional Development 3.2 Teacher Coaching	100% of teachers feel that professional development activities are relevant to their students and 100% of teachers complete the cycle of written reflection on growth goals at the end of the year.	We maintain a Professional Development committee that is a mix of teachers and admin. They determine which PD should be scheduled. We hold weekly Friday meetings in order to focus on topics developed by the committee. Administrators spend 15-20% of their time coaching and developing teachers individually. Goals are set at the beginning of the year based on CSTPs. We provide differentiated levels of support and frequency of meetings according to data.	3.1 Teacher survey: % of teachers who feel professional development activities are relevant to their own students 3.3 % of Teachers who complete the cycle of written reflection on growth goals at the end of each year
4.1 Family Events	When families feel welcome at our school, they are better partners who help us celebrate successes and make improvements. To encourage our families to play an active role on campus, we ask for them to join our Board, to attend events like our Welcome Breakfast, and to share their perspectives at our monthly family meetings. In the most recent year, we had at least one parent on the JJMS Board, we attracted 57% of parents to the Welcome Breakfast, and we regularly had approximately 200 parents attend monthly meetings.	We expect and encourage our families to be partners in their students' educational journeys and plan events that intend to communicate student progress. Our Back to School Night and monthly parent meetings are opportunities for families to see firsthand what academic, behavioral, and socioemotional progress is being made on campus and by partnering with our families in this way, we hope to improve the academic outcomes for all students but especially our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	4.1 At least one parent of an enrolled student elected by other parents to JJMS Board 4.2 % of parents attend Welcome Breakfast 4.3 # of parents attend monthly general parent meetings
4.5 Parent Communication	How can we make sure families are aware not only of the events on campus, schoolwide initiatives, and their own child's progress? We attempt to reach them through a variety of platforms and try to maintain even closer contact with the families of students who are struggling academically. In the most recent year, 100% of students with an NC quarter grade had a parent conference scheduled with a teacher and/or administrator to set goals and make a plan for improvement, or our school attempted to set up that conference at least three times with families.	We ensure families are aware of important school messages, activities, and events through a Parent Activities Lead as well as regular text and phone blasts, website announcements, and Facebook and Instagram posts. By using a variety of methods to communicate with our families, we hope to improve the academic outcomes for all students but especially our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.	4.3 # of parents attend monthly general parent meetings 4.4 Quorum reached at ELAC meetings 4.5 % of students with an NC quarter grade whose parent has a conference with teacher/admin to create a plan for improvement or 3 attempts to set appointment with parent

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
2.3 English Learner Supports	Our community recognizes the importance of language skill acquisition, and in the spring of 2025, 47.1% of English Learners improved on the ELPAC summative exam. In order to develop the skills they need to meet their academic goals, our English Learners often need to make improvements in multiple consecutive years.	We offer professional development and support with language development and progress monitoring to teachers who are new to our school in addition to the professional development we offer schoolwide to ensure ELD standards are implemented in daily instruction. Additionally, we offer our students a Saturday ELPAC Prep Boot Camp so our English Learners gain more confidence and skill with the ELPAC exam. By providing these supports, we hope to improve language development instruction across the school for all students but especially for our English Learners.	2.5 Staff/student ratio for support classes 2.8 EL reclassification rate 2.9 % of ELs improving on ELPAC summative (Dashboard measure)
3.3 Teacher Professional Development for English Learner Support	Teachers know that our English Learners benefit from additional strategies and progress monitoring in order to be successful. In the spring of 2025, 47.1% of English Learners improved on the ELPAC summative exam and our staff learns, shares, and practices strategies to increase the likelihood our English Learners will make improvement on that exam year after year.	We offer professional development and support with language development and progress monitoring to ensure ELD standards are implemented in daily instruction. Administrators model and teach strategies that have been proven successful for ELD and teachers regularly analyze data of academic performance of English Learners. By providing these supports, we hope to improve language development instruction across the school for all students but especially for our English Learners.	3.1 Teacher survey: % of teachers who feel professional development activities are relevant to their own students 3.2 % of teachers, including EL teachers, properly credentialed and appropriated assigned 3.3 % of teachers who complete the cycle of written reflection on growth goals at the end of each year

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.

N/A

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.

James Jordan Middle School plans to use the concentration add-on funding to increase/retain high levels of staffing through Goal 2, Action 1 - Core Instructional Model with an additional teacher / small group paraprofessionals to support our class size initiative of 25:1 for core classes.

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 4,888,224	$ 1,797,498	36.77%	0.000%	36.77%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,493,204	$ 2,058,425	$ -	$ 322,052	$ 5,873,681	$ 3,063,539	$ 2,810,142

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
1	1	Facilities & Campus Safety	All	No	LEA-wide	N/A	JJMS	Ongoing	$ 194,149	$ 1,194,975	$ 778,316	$ 610,808	$ -	$ -	$ 1,389,124
1	2	PBIS	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 38,491	$ 8,830	$ 8,830	$ 38,491	$ -	$ -	$ 47,321
1	3	Mental Health Services	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 261,555	$ 25,750	$ 287,305	$ -	$ -	$ -	$ 287,305
1	4	Student Engagement Protocol	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 221,007	$ 199,535	$ 279,960	$ 137,281	$ -	$ 3,300	$ 420,542
1	5	Student Activities	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 73,946	$ 136,000	$ 130,446	$ 79,500	$ -	$ -	$ 209,946
1	6	Social Emotional Learning	All	No	LEA-wide	All	JJMS	Ongoing	$ 38,491	$ -	$ -	$ 38,491	$ -	$ -	$ 38,491
2	1	Core Instructional Model	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 766,292	$ -	$ 635,528	$ -	$ -	$ 130,763	$ 766,292
2	2	Extended Learning Opportunities	All	No	LEA-wide	All	JJMS	Ongoing	$ 345,189	$ 141,675	$ -	$ 486,864	$ -	$ -	$ 486,864
2	3	English Learner Supports	All	Yes	LEA-wide	English Learners	JJMS	Ongoing	$ 69,137	$ -	$ 69,137	$ -	$ -	$ -	$ 69,137
2	4	Assessment & Intervention	All	No	LEA-wide	All	JJMS	Ongoing	$ -	$ 52,761	$ -	$ -	$ -	$ 52,761	$ 52,761
2	5	Curriculum Mapping	All	No	LEA-wide	N/A	JJMS	Ongoing	$ 39,632	$ -	$ 39,632	$ -	$ -	$ -	$ 39,632
2	6	Special Education	SPED	No	LEA-wide	All	JJMS	Ongoing	$ 784,959	$ 696,614	$ 738,547	$ 629,169	$ -	$ 113,858	$ 1,481,573
2	7	High Quality Curriculum	All	No	LEA-wide	N/A	JJMS	Ongoing	$ -	$ 147,622	$ 109,800	$ 37,821	$ -	$ -	$ 147,622
3	1	Teacher Professional Development	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 18,427	$ 93,760	$ 90,817	$ -	$ -	$ 21,370	$ 112,187
3	2	Ongoing Coaching	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 35,105	$ -	$ 35,105	$ -	$ -	$ -	$ 35,105
3	3	PD for English Learner Support	All	Yes	LEA-wide	English Learners	JJMS	Ongoing	$ 18,427	$ -	$ 18,427	$ -	$ -	$ -	$ 18,427
4	1	Family Events	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 76,675	$ 12,650	$ 89,325	$ -	$ -	$ -	$ 89,325
4	2	Family Workshops	All	No	LEA-wide	N/A	JJMS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	3	Committee Meetings	All	No	LEA-wide	N/A	JJMS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	4	Improvement Plan	All	No	LEA-wide	N/A	JJMS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4	5	Parent Communication	All	Yes	LEA-wide	All	JJMS	Ongoing	$ 82,057	$ 99,970	$ 182,027	$ -	$ -	$ -	$ 182,027

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,888,224	$ 1,797,498	36.77%	0.000%	36.77%	$ 1,826,909	0.000%	37.37%	**Total:**	$ 1,826,909
								LEA-wide Total:	$ 1,826,909
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	2	PBIS	Yes	LEA-wide	All	JJMS	$ 8,830	0.000%
1	3	Mental Health Services	Yes	LEA-wide	All	JJMS	$ 287,305	0.000%
1	4	Student Engagement Protocol	Yes	LEA-wide	All	JJMS	$ 279,960	0.000%
1	5	Student Activities	Yes	LEA-wide	All	JJMS	$ 130,446	0.000%
2	1	Core Instructional Model	Yes	LEA-wide	All	JJMS	$ 635,528	0.000%
2	3	English Learner Supports	Yes	LEA-wide	English Learners	JJMS	$ 69,137	0.000%
3	1	Teacher Professional Development	Yes	LEA-wide	All	JJMS	$ 90,817	0.000%
3	2	Ongoing Coaching	Yes	LEA-wide	All	JJMS	$ 35,105	0.000%
3	3	PD for English Learner Support	Yes	LEA-wide	English Learners	JJMS	$ 18,427	0.000%
4	1	Family Events	Yes	LEA-wide	All	JJMS	$ 89,325	0.000%
4	5	Parent Communication	Yes	LEA-wide	All	JJMS	$ 182,027	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,720,823.00	$ 5,075,152

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	Facilities & Campus Safety	No	$ 659,615	$ 717,975
1	2	PBIS	Yes	$ 46,270	$ 46,270
1	3	Mental Health Services	Yes	$ 325,398	$ 337,898
1	4	Student Engagement Protocol	Yes	$ 340,030	$ 354,397
1	5	Student Activities	Yes	$ 230,111	$ 215,091
1	6	Social Emotional Learning	Yes	$ 37,390	$ 37,390
2	1	Core Instructional Model	Yes	$ 822,946	$ 892,046
2	2	Extended Learning Opportunities	Yes	$ 556,114	$ 523,105
2	3	English Learner Supports	Yes	$ 69,933	$ 67,204
2	4	Assessment & Intervention	Yes	$ 48,000	$ 40,232
2	5	Curriculum Mapping	No	$ 38,494	$ 38,494
2	6	Special Education	No	$ 1,118,822	$ 1,335,437
2	7	High Quality Curriculum	No	$ 120,900	$ 141,514
3	1	Teacher Professional Development	No	$ 54,401	$ 87,509
3	2	Ongoing Coaching	No	$ 31,973	$ 37,900
3	3	PD for English Learner Support	Yes	$ 26,848	$ 26,848
4	1	Family Events	Yes	$ 67,460	$ 61,651
4	2	Family Workshops	No	$ -	$ -
4	3	Committee Meetings	No	$ -	$ -
4	4	Improvement Plan	No	$ -	$ -
4	5	Parent Communication	Yes	$ 126,118	$ 114,191

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,725,891	$ 1,750,814	$ 1,732,816	$ 17,998	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	PBIS	Yes	$ 8,880	$ 8,880	0.000%	0.000%
1	3	Mental Health Services	Yes	$ 316,898	$ 329,398	0.000%	0.000%
1	4	Student Engagement Protocol	Yes	$ 262,051	$ 276,417	0.000%	0.000%
1	5	Student Activities	Yes	$ 214,506	$ 139,486	0.000%	0.000%
1	6	Social Emotional Learning	Yes	$-	$ -	0.000%	
2	1	Core Instructional Model	Yes	$ 649,037	$ 707,397	0.000%	0.000%
2	2	Extended Learning Opportunities	Yes	$ 21,457	$ 31,126	0.000%	0.000%
2	3	English Learner Supports	Yes	$ 57,559	$ 37,422	0.000%	0.000%
2	4	Assessment & Intervention	Yes	$-	$ -	0.000%	
3	3	PD for English Learner Support	Yes	$ 26,848	$ 26,848	0.000%	0.000%
4	1	Family Events	Yes	$ 67,460	$ 61,651	0.000%	0.000%
4	5	Parent Communication	Yes	$ 126,118	$ 114,191	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,587,209	$ 1,725,891	0.000%	37.62%	$ 1,732,816	0.000%	37.77%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- 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.
    - *o* Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

LCFF Carryover Table

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

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

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