LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Entrepreneur High Fontana

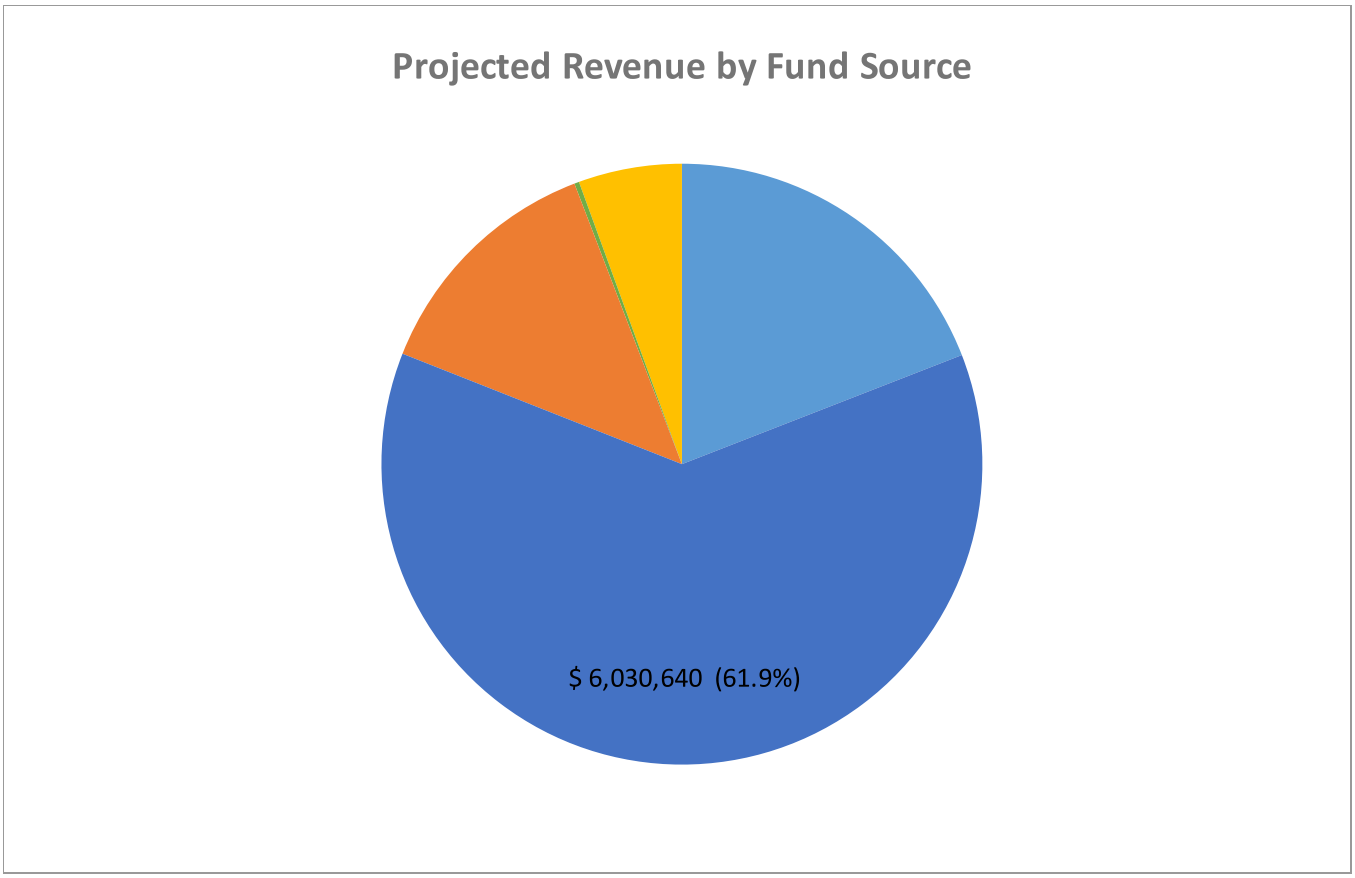
CDS Code: 36-10363-0140012

School Year: 2024-2025

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

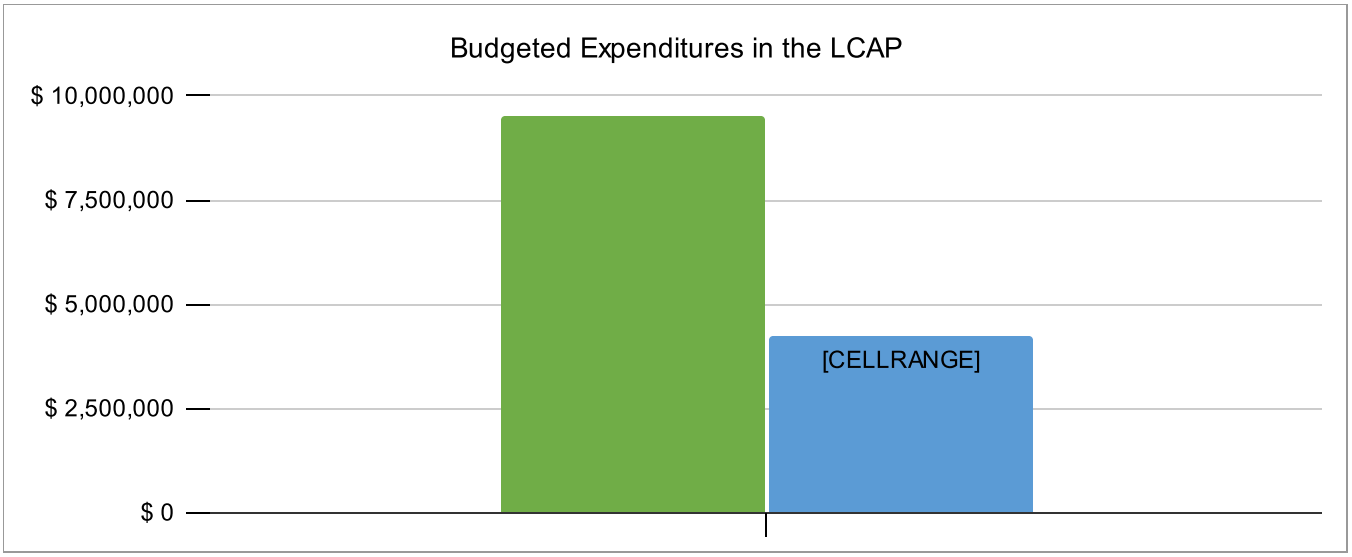
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Entrepreneur High Fontana 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 Entrepreneur High Fontana is $9,741,807.00, of which $7,889,916.00 is Local Control Funding Formula (LCFF), $1,284,411.00 is other state funds, $25,000.00 is local funds, and $542,480.00 is federal funds. Of the $7,889,916.00 in LCFF Funds, $1,859,276.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Entrepreneur High Fontana plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

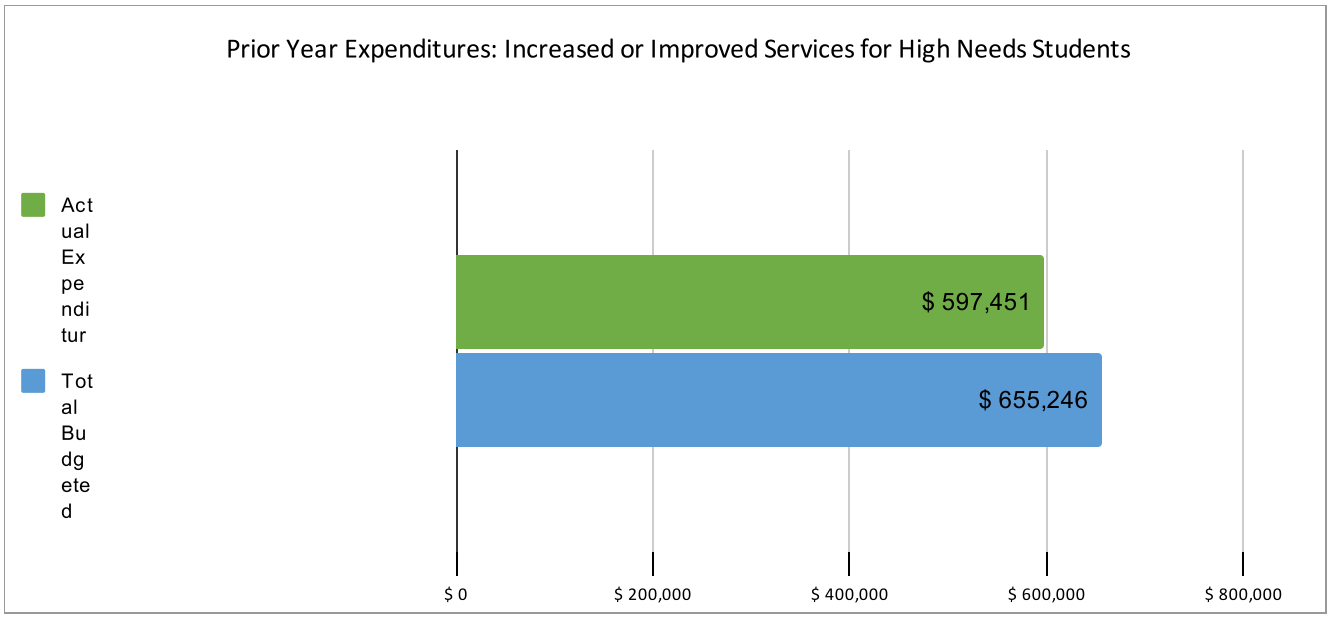
The text description of the above chart is as follows: Entrepreneur High Fontana plans to spend $9,521,342.00 for the 2024-2025 school year. Of that amount, $4,228,000.00 is tied to actions/services in the LCAP and $5,293,342.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2024-25 year, but does not include any other local, state, or federal funds. Those additional funds are covered in other plans such as the Special Education Local Plan Area (SELPA) Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for federal funding sources. The budget expenditures that are not included in the LCAP are maintenance services, audit, legal and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Entrepreneur High Fontana is projecting it will receive $1,859,276.00 based on the enrollment of foster youth, English learner, and low-income students. Entrepreneur High Fontana must describe how it intends to increase or improve services for high needs students in the LCAP. Entrepreneur High Fontana plans to spend $4,228,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Entrepreneur High Fontana budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Entrepreneur High Fontana 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 2023-2024, Entrepreneur High Fontana's LCAP budgeted $655,246.00 for planned actions to increase or improve services for high needs students. Entrepreneur High Fontana actually spent $597,451.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $57,795.00 had the following impact on Entrepreneur High Fontana's ability to increase or improve services for high needs students:

The majority of the difference between these two amounts is attributable to staffing shortages and additional programing as described in detail in the Goal Analysis sections of the LCAP, as well as the late allocation of the Concentration Grant Add-On funds. However, programs and services were nonetheless implemented as effectively as possible with existing staffing in order to continue to meet our commitment to support English Learners, low-income students, and students in foster care.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Entrepreneur High School Fontana	Jacqueline Woods Jefferson Assistant Superintendent	j.woodsjefferson@realjourney.org

Goals and Actions

Goal #1

Goal #	Description
[Goal #1]	Maintain high academic standards for all students by ensuring students receive targeted instruction at their English Language Arts (ELA) instructional level- following the RJA Instructional Framework and utilizing RJA's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards. State Priorities: 1, 2, 3, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Measures of Academic Progress (Growth Metric)	School opening Fall 2021	51% of students achieved growth target	34.56% students who tested Fall to Winter met their projected growth goal in reading.	39.45% students who tested Fall to Winter met their projected growth goal in reading.	67% of students will achieve the ELA projected growth target
CAASPP Assessment	School opening Fall 2021	Because we do not have Grade 11 this year, we will have no available results to provide until Year 3 for the 2022-2023 state testing.	We will have no available results to provide until Year 3 for the 2022-2023 state testing.]	24.74% met or exceeded grade-level standards for ELA.	58% of 11th grade students will score between 2583-2681 which is the Achievement Level Score Range for Standard Met in ELA
English Language Arts Final Grades	School opening Fall 2021	94.78% of our students passed their English courses in Semester 1 for 2021-2022.	87% of our students passed their English courses in Semester 1 for 2022-2023.	92% of our students passed their English courses in Semester 1 for 2023-2024.	85% of our students will pass their English Language Arts course during the 1st semester of the 2023-24 school year.

Goal Analysis

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

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

Action 1.1: **Purchasing NWEA Measures of Academic Progress Software and Professional Development**

Success- By using NWEA MAPS and strategic training, our school effectively tracks student reading progress, guides teaching methods, and helps students set and achieve personal goals.

Challenges- In-depth training of NWEA for all stakeholders has been limited, which may impact the effectiveness of our data analysis. Increase teaching PD in this area. Increasing the test-taking culture to ensure students optimal growth and achievement is reflected in the results.

Action 1.2: **Professional development on CAASPP Summative and SBAC Interim Assessments**

Success- Throughout the academic year, teachers successfully utilized CAASPP data to design targeted curriculum, provide tailored instruction, and implement interventions, resulting in improved student performance in ELA standards and enhanced educational outcomes.

Challenges- Limited CAASPP related professional development for staff.

Action 1.3: **Professional Development Building Literacy Skills for English Learners**

Success- The acquisition of an EL paraprofessional, coupled with district-provided training in ELLevation for core teachers and site-wide professional development focused on integrating language expectations into learning intentions, has facilitated enhanced support and differentiation for ELL students, fostering improved academic outcomes across the school.

Challenges: Limited training for ELD despites very high student population of English Language Learners. Not a strong gauge of effective implementation. ELL students have access to the curriculum. Teachers may have limited skill sets in differentiating instructional and providing appropriate accommodations/strategies/scaffolds that particularly address the acquisition of English language.

Action 1.4: Purchase ELA Curriculum and Professional Development

Success- Teachers chose the Prentice Hall Savvas English Curriculum to meet California standards, receiving training and access to digital resources for effective implementation.

Challenges-Limited professional collaboration time to learn and implemented new curriculum *current pilot process.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 1.1: **Purchasing NWEA Measures of Academic Progress Software and Professional Development**

Budgeted Expenditures: $27,000.00

Estimated Actual Expenditures: $44,104.89

Material Difference:-$17,104.89

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 1.2 **Professional development on CAASPP Summative and SBAC Interim Assessments**

Budgeted Expenditures: $18,432.00

Estimated Actual Expenditures: $42,844.36

Material Difference:-$24,412.36

Explanation: The material difference is significant due to the school access internal professional development provided by REAL Journey Academies at no additional cost.

Action 1.3: **Professional Development Building Literacy Skills for English Learners**

Budgeted Expenditures: $38,210.00

Estimated Actual Expenditures: $45,062.17

Material Difference:-$6,852.17

Explanation: The material difference is insignificant.

Action 1.4: Purchase ELA Curriculum and Professional Development
Budgeted Expenditures: $155,00.00

Estimated Actual Expenditures: $51,236.24

Material Difference:$103,763.76

Explanation: The material difference is significant due to the full implementation of the software program grades 9th-12th. The school had a lower enrollment rate, which impacted the actual expenditures.

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

Action 1.1: **Purchasing NWEA Measures of Academic Progress Software and Professional Development**

Analysis: With the acquisition of NWEA MAPS, the school has been able to collect and analyze student ELA achievement data three times a year (Beginning (Fall), Middle (Winter), and End (Spring) of Year assessments). Our year-long professional learning plan has strategically

focused on NWEA administration and data analysis. Instructional Leadership Team members (department chairs) review NWEA data as a team, then further disseminate information and develop appropriate grade level plans within departments. Teachers have been given assessment data (class/student level) that has been critical to informing their instructional practices and improving pedagogy. Student performance data has been utilized to provide a roadmap of intervention during the ELA Enrichment period. Teachers have brought the data analysis procedures to the student and parent level, students have set personal goals that align with NWEA Reading growth targets.

Action 1.2 **Professional development on CAASPP Summative and SBAC Interim Assessments**

Analysis: During Semester 1, teachers planned and developed the Enrichment Period and implemented a curriculum that addressed analyzing text, comprehension, vocabulary based on previous years CAASPP results. During Semester 2, staff received training on the implementation of CAASPP IABs and the procedural support of Hand-scoring free responses. The staff was provided instructional resources via CAASPP (Tools for Teachers), to provide assessment based instruction that specifically targets the defined areas of need. The site has implemented two cycles of CAASPP IABS in ELA (Reading Informational Text). The team analyzed the information and Grade level English teachers adjusted instructional maps to reteach English Standards in which students performed low with support of the Director of Instruction. In addition to restructuring academic focus during the ELA Enrichment period.

Action 1.3: **Professional Development Building Literacy Skills for English Learners**

Analysis: Site acquire EL paraprofessional to assist/support teachers in strategies for ELL students. District EL Specialist has provided core teachers with training in ELLevation. Site PD for all teachers focused on modifying learning intentions to include language expectations specifically targeting ELD instruction and differentiation for ELL students.

Action 1.4: Purchase ELA Curriculum and Professional Development

Analysis: Teachers selected and purchased Prentice Hall Savvas English Curriculum to address teaching to CA grade level standards. Prentice Hall provided multiple professional development on the implementation, integration of assessments (OTUS), and digital/consumable teacher and student resources.

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

Changes to Goal: None.

Changes to Metrics: None

Changes to Desired Outcomes: None

Changes to Actions: None:

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.

Goal #2

Goal #	Description
[Goal #2]	Maintain high academic standards for all students by ensuring students receive targeted math instruction- following the RJA Instructional Framework and utilizing the school's adopted pacing plans, unit plans and curriculum support materials that are aligned to the California Common Core State Standards. State Priorities: 1, 2, 3, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Measures of Academic Progress (Growth Metric)	School opening Fall 2021	63% of students met growth target in math	43.31% of students who tested Fall to Winter met their projected growth goal in math.	43.77% students who tested Fall to Winter met their projected growth goal in Math.	67% of students will achieve the math projected growth target
CAASPP Assessment	School opening Fall 2021	Because we do not have Grade 11 this year, we will have no available results to provide until Year 3.	Because we do not have Grade 11 this year, we will have no available results to provide until Year 3 for the 2022-2023 state testing.	1.08% met or exceeded grade level standards for Math.	55% of 11th grade students will score between 2628-2717 which is the Achievement Level Score Range for Standard Met in math
Math Final Grades	School opening Fall 2021	78.36% of our students have passed their Semester 1 Math courses.	80% of our students have passed their Semester 1 Math courses for the 2022-23 school year.	93.60% of our students have passed their Semester 1 Math courses	80% of students will pass their Semester 1 Math courses.

Goal Analysis

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

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

Action 2.1: **Purchasing NWEA Measures of Academic Progress Software and Professional Development**

Success- With the implementation of NWEA MAPS, the school has successfully collected and analyzed student Math achievement data three times a year, informing instructional practices, guiding interventions, and empowering students to set and achieve personalized growth targets.

Challenges: In-depth training of NWEA for all stakeholders has been limited, which may impact the effectiveness of our data analysis. Increase teaching PD in this area. Increasing the test-taking culture to ensure students optimal growth and achievement is reflected in the results.

Action 2.2 **Professional development on CAASPP Summative and SBAC Interim Assessments (Math)**

Success: Throughout the academic year, teachers successfully utilized CAASPP data to design targeted curriculum, provide tailored instruction, and implement interventions, resulting in improved student performance in math standards and enhanced educational outcomes.

Challenges: Limited CAASPP related professional development for staff.

Action 2.3: **Professional Development Building Literacy Skills for English Learners** in Math

Success- The school hired an EL paraprofessional to help teachers with ELL students, and all core teachers received ELLevation training from the district, leading to improved support and differentiation for ELL students through modified learning intentions.

Challenges: Limited training for ELD despites very high student population of English Language Learners. Not a strong gauge of effective implementation. ELL students have access to the curriculum. Teachers may have limited skill sets in differentiating instructional and providing appropriate accommodations/strategies/scaffolds that particularly address the acquisition of English language.

Action 2.4: Purchase Math Curriculum and Professional Development

Success- Through strategic curriculum selection, personalized coaching, collaborative department sessions, and adaptive online tools, our educators ensure comprehensive math instruction tailored to every student's needs, fostering success and growth.

Challenges: Digital Math platforms (Khan and IXL) may provide overexposure to screen time for effective student engagement with daily implementation. Non-math teachers teaching math during Enrichment, led to poor instructional support.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 2.1: **Purchasing NWEA Measures of Academic Progress Software and Professional Development**
Budgeted Expenditures: $27,000.00

Estimated Actual Expenditures: $45,709.41

Material Difference:-$18,709.41

Explanation: The material difference is significant due to a reduction in students which reduced the total cost for program software and professional development.

Action 2.2 Professional development on CAASPP Summative and SBAC Interim Assessments (Math)

Budgeted Expenditures: $18,432.00

Estimated Actual Expenditures: $44,448.87

Material Difference:-$26,016.87

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 2.3: Professional development on CAASPP Summative and SBAC Interim Assessments

Budgeted Expenditures: $18. 560.00

Estimated Actual Expenditures: $7,046.73

Material Difference:$11,513.27

Explanation: The material difference is significant due to the school access internal professional development provided by REAL Journey Academies at no additional cost.

Action 2.4: Purchase Math Curriculum and Professional Development

Budgeted Expenditures: $189,000.00

Estimated Actual Expenditures: $58,737.80

Material Difference:$130,262.21

Explanation: The material difference was significant due to pilot of a newly adopted math program.

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

Action 2.1: **Purchasing NWEA Measures of Academic Progress Software and Professional Development**

Analysis: The action was effective, with the acquisition of NWEA MAPS, the school has been able to collect and analyze student Math achievement data three times a year (Beginning (Fall), Middle (Winter), and End (Spring) of Year assessments). Our year-long professional learning plan has strategically focused on NWEA administration and data analysis. Instructional Leadership Team members (department chairs) review NWEA data as a team, then further disseminate information and develop appropriate grade level plans at the department level. Teachers have been given assessment data (class/student level) that has been critical to informing their instructional practices and improving pedagogy. Student performance data has been utilized to provide a roadmap of intervention during the Math Enrichment period. Teachers have brought the data analysis procedures to the student and parent level, students have set personal goals that align with NWEA growth targets.

Action 2.2 **Professional development on CAASPP Summative and SBAC Interim Assessments (Math)**

Analysis: During Semester 1, teachers planned and developed the Enrichment Period and implemented a curriculum that addressed analyzing text, comprehension, vocabulary based on previous years CAASPP results. During Semester 2, staff received training on the implementation of CAASPP IABs and the procedural support of Hand-scoring free responses. The staff was provided instructional resources via CAASPP (Tools for Teachers), to provide assessment based instruction that specifically targets the defined areas of need. The site has implemented two cycles of CAASPP IABS in Math (Algebra & Functions, Expression and Equations). The team analyzed the information and Grade level Math teachers adjusted instructional maps to reteach Math Standards in which students performed low with support of the Director of Instruction. In addition to restructuring academic focus during the Math Enrichment period.

Action 2.3: **Professional development on CAASPP Summative and SBAC Interim Assessments**

Analysis: Site acquired an EL paraprofessional to assist/support teachers in strategies for ELL students. District EL Specialist has provided core teachers with training in ELLevation. Site PD for all teachers focused on modifying learning intentions to include language expectations specifically targeting ELD instruction and differentiation for ELL students.

Action 2.4: **Purchase Math Curriculum and Professional Development**

Teachers selected and purchased Big Ideas Math Curriculum. Math teachers were assigned a Math Intervention Specialist, from CollaboratedEd Consulting who provides individualized coaching sessions (6), department level collaborations (5), and a summer PD (1) throughout the year. In addition, the site purchased Khan Academy and IXL for individualized/adaptive instruction used during Math Enrichment.

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

Changes to Goal: None.

Changes to Metrics: None

Changes to Desired Outcomes: None

Changes to Actions: None:

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.

Goal #3

Goal #	Description
[Goal #3]	Engage students, parents, staff and community members to promote the social, emotional and physical needs of students. State Priorities: 1, 5, 6, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Attendance Report	School opening Fall 2021	92.15% ADA	87.33% ADA	86.47% ADA	EHS-Fontana will maintain a 94% Average Daily Attendance (AD)
Annual Suspension Report	School opening Fall 2021	Less than 4%	6.6% suspension rate	14% suspension rate	EHS-Fontana will have an annual suspension rate of less than 5%
PBIS Data	School opening Fall 2021	Not yet implemented	In progress	Not implemented	75% of students will reach their PBIS target monthly
School Climate Survey	School opening Fall 2021	90% reported being satisfied	87% reported feeling safe	81% of students reported feeling safe	80% of students will report being “satisfied” or “very satisfied” on the annual school climate survey

Goal Analysis

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

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

Action 3.1: Positive School Culture and Climate

Success: The site has identified 5 behavior expectations for students and have tasked classroom teachers to develop classroom matrices that reflect positive examples of each behavior.

Challenge: The site does not have a formal PBIS program implemented. There has not been any formal training/workshops for PBIS provided to the Administrative team and/or teaching staff. The site still needs to identify PBIS team(s) members for each tier and develop a system for data collection and site based interventions. The site does not yet have a school-wide behavior matrix. Students have access to Tier II and III supports however, there is no formal system of tracking or accountability for moving students through the program.

Action 3.2 Student Leadership and ASB

Success: Site has assigned ASB advisor and has an active ASB student body that meets weekly. Site has Student Leadership: Ambassadors supported by two teachers who meet biweekly. Ambassadors conduct campus tours for new students/parents, greet guests and staff on campus, and model appropriate school-wide behavior.

Challenge: The workload on leadership advisors is high, resulting in infrequent meetings, and limited school-wide student driven tasks/activities/events.

Action 3.3 Solutions Committee- Attendance

Success: The site has identified our chronically identified students and have referred students for SARTs and/or SARBs. The administrative team has met with some students/families to address attendance concerns.

Challenge: A formal committee does not exist to support student attendance. As of now the group only has representation from the Administrative and front office staff. Once students are identified as chronically absent, there are vague steps/guidance with effective and appropriate interventions. And such interventions are untimely, weak at best. Limited attendance incentives and/or parent communication emphasizing the importance of attendance. No options for attendance recovery within our organization. Lack consistency in more intensive responses to chronic absenteeism, such as home visits, SARB referrals, and law enforcement/judicial support.

Action 3.4 Solutions Committee- Suspension

Success: In an attempt to transform school culture and climate, the administrative team addressed violent crimes by utilizing the suspension/expulsion process.

Challenge: A formal committee does not exist to support student discipline (suspension). School enrollment doubling from previous year *2022-2023 (limited vetting of enrollment), lack of foresight/structure/system to sustain the expansion (providing services such as, extra-curricular activities, staffing, programing, technology/equipment, intervention supports (MTSS), response to behavior). Prolonged expulsion process (48900A1/A2 and 48915 E) which impacted both ADA and academic achievement. Increased suspension rate due to occurrences of violent campus behavior.

Action 3.5: Parent Information Meetings

Success: Second semester began with multiple community town halls with high parent participation rates, counseling increased workshop for College and Career (FAFSA and College Application), relaunch of AAPAC, SSC and ELAC. Provided hybrid meetings to engage more parents.

Challenge: Parent participation, scheduling meetings at best times, communication/advertising events (accessibility). Need to schedule in advance for the entire year. Monthly parent meetings may not have occurred as frequently during Semester 1. Parent groups/meetings did not transition with administrative leadership.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 3.1: Positive School Culture and Climate

Budgeted Expenditures: $ 19, 800.00

Estimated Actual Expenditures: $40,952.44

Material Difference:-$21,152.44

Explanation: The actual expenditures exceeded the budgeted expenditures.

Action 3.2: Student Leadership and ASB

Budgeted Expenditures: $10,500.00

Estimated Actual Expenditures: $11,525.33

Material Difference:-$1,025.33

Explanation: The material difference was insignificant.

Action 3.3: Solutions Committee Attendance

Budgeted Expenditures: $16,972.00

Estimated Actual Expenditures: $17,824.79

Material Difference:-$852.79

Explanation: The material difference was insignificant.

Action 3.4: Solutions Committee- Suspensions

Budgeted Expenditures: $16,972.00

Estimated Actual Expenditures: $17,824.79

Material Difference:-$852.79

Explanation: The material difference was insignificant.

Action 3.5: Parent Information Meetings

Budgeted Expenditures: $13,483.00

Estimated Actual Expenditures: $15,236.57

Material Difference:-$1,753.57

Explanation: The material difference was insignificant.

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

Action 3.1: Positive School Culture and Climate

Analysis: The site does not have a formal PBIS program implemented; this specific action has not been as effective as our goal intended. There has not been any formal training/workshops for PBIS provided to the Administrative team and/or teaching staff. The site still needs to identify PBIS team(s) members for each tier and develop a system for data collection and site based interventions. The site does not yet have a school-wide behavior matrix. Students have access to Tier II and III supports however, there is no formal system of tracking or accountability for moving students through the program.

Action 3.2 Student Leadership and ASB

Analysis: Recruiting an ASB advisor and establishing a leadership organization has been in the works. However, the effectiveness of this action in regards to increasing student participation in shaping/molding our school culture has not been as effective as our goal intended. The workload on leadership advisors is high, resulting in infrequent meetings, and limited school-wide student driven tasks/activities/events.

Action 3.3 Solutions Committee- Attendance

Analysis: Our attendance committee has not quite been established and our attendance goals have not been met. This action has not been effective in regards to reaching our goal of a 94% Average Daily Attendance (AD). A formal committee does not exist to support student attendance. As of now the group only has representation from the Administrative and front office staff. Once students are identified as chronically absent, there are vague steps/guidance with effective and appropriate interventions. And such interventions are untimely, weak at best. Limited attendance incentives and/or parent communication emphasizing the importance of attendance. No options for attendance recovery within our organization. Lack of consistency in more intensive responses to chronic absenteeism, such as home visits, SARB referrals, and law enforcement/judicial support.

Action 3.4 Solutions Committee- Suspension

Analysis: We have not established a Solution Committee for Suspension, therefore have not realized our goal of below 5% suspension rate. This action has not been effective. A formal committee does not exist to support student discipline (suspension). School enrollment doubling from previous year *2022-2023 (limited vetting of enrollment), lack of foresight/structure/system to sustain the expansion (providing services such as, extra-curricular activities, staffing, programing, technology/equipment, intervention supports (MTSS), response to behavior). Prolonged expulsion process (48900A1/A2 and 48915 E) which impacted both ADA and academic achievement. Increased suspension rate due to occurrences of violent campus behavior. Recommendation from district administrators has limited our use of other means of correction and heightened the number of days per suspension than necessary per education violation specifically A1 and C violations (alluding to practices/beliefs of zero tolerance policies).

Action 3.5: Parent Information Meetings

Analysis: Establishing monthly parent meetings has been effective in our goal of engaging parents and other stakeholders in the decision-making process that impacts our students. Parents have participated in town halls, workshops for College and Career (FAFSA and College Application), AAPAC, SSC and ELAC.

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

Changes to Goal: None.

Changes to Metrics: None

Changes to Desired Outcomes: None

Changes to Actions: None

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.

Goal #4

Goal #	Description
[Goal #4]	Engage teachers, administrators, parents and community members to promote active citizens who value academic achievement, character development, safe well maintained learning environments and exposure to community resources in supporting each of our students to reach their potential as learners. State Priorities: 1, 3, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Induction Program	School opening Fall 2021	100% of teachers with a preliminary credential participated in the induction program	100% of teachers with a preliminary credential participated in the induction program	100% of teachers with a preliminary credential participated in the induction program	100% of teachers requiring a clear credential will participate in the Teacher Induction Program
Annual Parent Survey	School opening Fall 2021	Parents rated us 4.56 out of 5 stars as being satisfied with school culture	Parents rated us 4 out of 5 stars as being satisfied with school culture	Parents rated us 3.23 out of 5 stars as being satisfied with school culture.	85% of parents reported being “satisfied” or “very satisfied” with the school culture and community
School Site Council (SSC)	School opening Fall 2021	100% compliance	100% compliance	Partial compliance.	100% compliance in required parent participants of council composition

African American Parent Advisory Council (AAPAC)	School opening Fall 2021	100% compliance	100% compliance	Partial compliance.	Same percentage of the AAPAC membership as their children represent of the student body
English Learner Advisory Council (ELAC)	School opening Fall 2021	70% participation	60% participation	Partial compliance.	100% compliance in required parent participants of council composition
Parent Teacher Conference (PTC)	School opening Fall 2021	100% compliance	100% compliance	Partial compliance.	75% parent participation on parent teacher conferences

Goal Analysis

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

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

Action 4.1: Teacher Induction

Success: Most teachers are currently participating in a state sponsored Induction program to clear their preliminary credentials,

Challenge: The remaining teachers are Intern-eligible candidates in the process of earning their preliminary credentials. This greatly impacts the strength of our instructional program.

Action 4.2: School Climate Survey

Success: School site has developed a parent survey to specifically gain insight on feedback pertaining to the improvement of school culture and climate. Parents also participated in a non-formal town hall where parents shared their concerns and solutions to creating a safer, positive learning environment.

Challenge: The timeliness of survey and the use of parent feedback in decision making. There has been limited formal processes of collecting and analyzing parent feedback/data prior to making decisions.

Action 4.3: School Site Council

Success: School site council has met once during Semester 1 and will meet again during Semester 2. Parents addressed concerns of passing periods and tardies, and student athletics.

Challenges: School site council meetings have not occurred quarterly. The structure of the meeting was an open forum in which parents voiced concerns.

Action 4.4: AAPAC

Success: AAPAC has met twice during the school year. Parents were informed of the current ELA/Math NWEA assessment scores, Academic interventions (tutoring/accommodations) for AA students, review of the LCAP process and provided input on the upcoming school year LCAP draft.

Challenges: Low turnout of parents. Limited meeting dates/times. Limited parental input on the decisions that impact our African-American/Black students.

Action 4.5: ELAC

Success: Director of Special Services awarded students who reclassified, parents were provided updates for ELPAC testing. Conversation of the use of ELLevation by teachers and the implementation of EL Strategies. ELAC has met once during Semester 1 and will meet again during Semester 2.

Challenges: Low turnout of parents. Limited meeting dates/times. Limited parental input on the decisions that impact our EL students.

Action 4.6: Parent Teacher Conferences

Success: During the Fall, the site hosted parent-teacher conferences. Parents met with teachers to review classroom expectations and student performance.

Challenge: Lower parent participation rate than expected due to conflicted scheduled events. Only freshmen and sophomore parents participated in the event.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 4.1: Teacher Induction

Budgeted Expenditures: $68,000.00

Estimated Actual Expenditures: $73,866.64

Material Difference:-$5,867

Explanation: The material difference was insignificant.

Action 4.2: School Climate Survey

Budgeted Expenditures: $7,500.00

Estimated Actual Expenditures: $9,822.44

Material Difference:-$2,322.44

Explanation: The material difference was insignificant.

Action 4.3: Parent Workshop and Training School Site Council (SSC)

Budgeted Expenditures: $12,385

Estimated Actual Expenditures: $9,660.97

Material Difference:$2,724.03

Explanation: The material difference was insignificant.

Action 4.4: Parent Workshop and Training AAPAC

Budgeted Expenditures: $12,500.00

Estimated Actual Expenditures: $9,543.12

Material Difference:$2,956.88

Explanation: The material difference was insignificant.

Action 4.5: Parent Workshop and Training ELAC

Budgeted Expenditures: $12,500.00

Estimated Actual Expenditures: $9,717.19

Material Difference:$2,782.81

Explanation: The material difference was insignificant.

Action 4.6: Parent Teacher Conferences

Budgeted Expenditures: $7,000.00

Estimated Actual Expenditures: $42,287.28

Material Difference:-$35,287.28

Explanation: The actual expenditures exceeded the budget expenditures.

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

Action 4.1: Teacher Induction

Analysis: By consistently achieving 100% participation among teachers with preliminary credentials, the program demonstrates a strong commitment to supporting the professional development and acclimation of educators within the school community. This commitment fosters a culture of continuous learning and collaboration among teachers, administrators, and other stakeholders, ultimately enhancing the quality of education provided to students. Additionally, by actively involving teachers in the induction program, the school promotes a sense of ownership and investment in creating safe, well-maintained learning environments and ensuring exposure to community resources. This holistic approach to teacher development aligns with the goal of cultivating active citizens who value academic achievement and character development, thus contributing to the overall success of students in reaching their potential

Action 4.2: School Climate Survey

Analysis: There has been a notable decline in parent satisfaction with the school culture as reflected in the Annual Parent Survey, with ratings decreasing from a baseline of 4.56 stars in Year 1 to 4 stars in Year 2, and further declining to 3.23 stars in Year 3. This trend suggests the collection of information was appropriate, however we lacked a comprehensive evaluation and targeted interventions to address the factors contributing to the diminishing satisfaction levels and were not able to actively engage with parents to cultivate a positive and supportive school environment.

Action 4.3: Parent Workshop and Training School Site Council (SSC)

Analysis: The School Site Council (SSC) demonstrated consistent adherence to compliance requirements, maintaining a commendable 100% compliance rate in both the Year 1 and Year 2. However, in Year 3, there was a notable shift, with the SSC achieving only partial compliance. Challenges emerged as the meetings did not occur quarterly as required, and the structure was informal, resembling an open forum rather than a structured governance session, potentially impacting the effectiveness of decision-making processes and accountability measures within the SSC. As we plan for next year, we will refine the meeting protocols and scheduling to ensure regularity and effectiveness in addressing parental concerns and fulfilling compliance obligations.

Action 4.4: Parent Workshop and Training African American Parent Advisory Council (AAPAC)

Analysis: The African American Parent Advisory Council (AAPAC) maintained 100% compliance in the Year 1 and Year 2 but experienced partial compliance in Year 3. AAPAC convened throughout the school year, providing crucial information to parents regarding ELA/Math NWEA assessment scores, academic interventions for African American students, and soliciting input on the LCAP (Local Control and Accountability Plan) process. However, challenges persisted, including low parent turnout, limited meeting dates/times, and inadequate parental involvement in decisions impacting African American/Black students. The school site was ineffective in empowering parents to support the positive academic achievement of our students. Addressing these challenges will be essential to fostering greater engagement and effectiveness within AAPAC in the upcoming year as we strive to enhance the educational experiences of African American students.

Action 4.5: Parent Workshop and Training English Learner Advisory Council (ELAC)

Analysis: The English Learner Advisory Council (ELAC) saw participation rates fluctuate, with 70% participation in Year 1, decreasing to 60% in Year 2, and experiencing partial compliance in Year 3. Successes included recognition of reclassified students by the Director of Special Services, updates provided to parents regarding ELPAC testing, and discussions on the utilization of ELLevation and implementation of English Learner (EL) strategies during ELAC meetings. However, challenges persisted, such as low parent turnout, limited meeting dates/times, and insufficient parental input on decisions affecting EL students. Addressing these challenges in the upcoming year will be crucial to enhancing parental involvement and ensuring effective support for EL students' academic success and linguistic development.

Action 4.6: Parent Teacher Conference (PTC)

Analysis: The Parent Teacher Conference (PTC) maintained consistent compliance, achieving 100% compliance in Year 1 and Year 2. However, in Year 3, compliance was partial. While the school successfully hosted parent-teacher conferences during the Fall, providing a platform for parents to engage with teachers and discuss classroom expectations and student performance, the goal of increasing

stakeholder involvement was not fully realized. The notable challenge emerged in the form of lower-than-expected parent participation rates, primarily attributed to conflicting scheduled events. This discrepancy resulted in only freshmen and sophomore parents attending the conferences, indicating a gap in engaging parents across all grade levels. Despite efforts to facilitate communication and collaboration between parents and teachers, the limited stakeholder involvement over the three years highlights the ongoing need for proactive strategies to overcome scheduling conflicts and enhance parental engagement, ensuring comprehensive support for student success and school-community relationships.

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

Changes to Goal: None.

Changes to Metrics: None

Changes to Desired Outcomes: None

Changes to Actions: None

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.

Goal #5

Goal #	Description
[Goal #5]	Entrepreneur High Fontana will establish a Career and Technical Education (CTE) program aimed to prepare and provide industry relevant experiences to students in career pathways. Our CTE programming is aimed to foster college and career readiness. The goal is to prepare students for post-secondary career pathway options when they graduate High School. State Priorities: 1, 5, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE course articulation for college credit	(2022-2023)	New metric was added during Year 2 (2022-2023)	We currently have 0 pathways articulated with a college credit course.	4 courses were submitted for college articulation (March 2024 pending approval).	1 course in each pathway is articulated to ensure students receive college credit when completing
% rate of CTE completers upon graduation	New metric was added during Year 2 (2022-2023)	New metric was added during Year 2 (2022-2023)	Data unavailable due to no graduating class.	67.7% of students are CTE completers	90% of all graduating students are CTE completers
Industry recognized credentials	New metric was added during Year 2 (2022-2023)	New metric was added during Year 2 (2022-2023)	No student data as pathways started school year 2022-2023 and credentials are earned in capstone courses.	Data unavailable	70% of CTE students obtain an industry of recognized credential
Students will receive industry-related experience	New metric was added during Year 2 (2022-2023)	New metric was added during Year 2 (2022-2023)	During school year 2022-2023 there were 53 enrollments or 55% of students in industry related experiences	During school year 2023-2024 there were 161 enrollments or 69.09% of students in industry related experiences	70% of CTE concentrators will participate in internal internships/externships.

Goal Analysis

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

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

Action 5.1: Curriculum and Certification

Success: The CTE team met in the second semester to complete and submit articulation applications to Chaffey Community College, one course per pathway, currently awaiting approval.

Challenges: Coordinating CCAP agreement with Chaffey has been a challenge since Chaffey is piloting their CCAP agreement and Articulation agreement process. CTE teachers have been strategically identified or implemented industry recognized credentials/certifications in the pathways.

Action 5.2: Professional Development

Success: CTE teachers have received on-going training throughout the year. Select teachers have been able to attend professional development for Skills USA and attended the national ACTE conference regarding CTE.

Challenges: Limited to no CTE professional development provided to certificated counselors and building administration in CTE. There has been a lot of new equipment and curriculum integrated into CTE during SY 23-24. There has not been a lot of time to update curriculum to implement professional development that has been received.

Action 5.3: Equipment for CTE Course and Internships

Success: By the end of semester two, all equipment for each CTE course will be ordered, installed, and operational that was ordered for SY 23-24. The equipment aligned to business and industry standards have been installed. There are a few small details that are still outstanding, but about 96% completed as of April 15, 2024.

Challenges: Delayed ordering and installation of various equipment left students without access to the full CTE curriculum and/or activities. Teachers also had to come up with alternative assignments and experiences for students that made teaching CTE courses and internships challenging.

Action 5.4: Community and Partner Collaboration

Success: We have forged many partnerships with various local businesses and industry entities to support our CTE program in providing internship/externship opportunities for our students, speakers for students, scholarship opportunities, and CTE advisory representatives that provide feedback for the CTE curriculum. We have capitalized on our deep partnership with the Fontana Chamber of Commerce and the Inland Empire Regional Chamber of Commerce where we are the highest members of each chamber. We have 89 different externship opportunities with various businesses in person and virtually with 44 different companies and growing. We have other partnerships with 20 other companies that provide other areas of expertise such as apprenticeship navigation, military placement, and college/university partnerships. This is essential to have a well-rounded CTE program.

Challenges: Our partnership with the Department of Rehabilitation has not resulted in financial compensation for externships for our students. Students were placed in externships late which contributed for the Department of Rehabilitation to get students financially compensated. This process will start earlier in the school year to have students placed by late fall in preparation for Spring semester placements. All internal internship programs are still in progress of being submitted to the state to be a registered state pre-apprenticeship/Youth Apprenticeship program for California.

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.

Differences in estimated actual and budgeted expenditures were primary due to:

Action 5.1: Curriculum and Certification

Budgeted Expenditures: $15,000.00

Estimated Actual Expenditures: $50,000

Material Difference: 35,000

Explanation: Two of the pathways started in Sy 23-24 and required significant investment in regards to curriculum materials for the pathways.

Action 5.2: Professional Development

Budgeted Expenditures: $14,000.00

Estimated Actual Expenditures: $0.00

Material Difference: $14,000

Explanation: All of our professional development costs were covered by state or federal grants. There are teachers and staff members that did attend professional development and many of the professional development training that happened were planned as part of the equipment purchase price. Next school year, there will be an emphasis on sending teachers to CTE and industry related professional development to be more informed and updated about industry related changes.

Action 5.3: Equipment for CTE Course and Internships

Budgeted Expenditures: $60,000.00

Estimated Actual Expenditures: $100,000

Material Difference: $40,000

Explanation: There were significant purchases to the CTE program in regards to purchasing of equipment for eHigh Fontana. This included a new video production studio, screen printer, and other vital pieces of equipment that were verified and backed by business and industry

professionals. This is a significant investment for the industry aligned equipment that students learn hands-on that prepares them for post-secondary education and the world of work.

Action 5.4: Community and Partner Collaboration

Budgeted Expenditures: $32,000.00

Estimated Actual Expenditures: $36,844

Material Difference: $4,844

Explanation: Entrepreneur High School Fontana and the Fontana Chamber of Commerce have a contract to help support the community and partner collaboration among the Fontana greater community. We also engage in other activities throughout the year with the Fontana chamber of commerce. In the fall and spring there is an eHigh Expo that showcases the students and what they have accomplished.

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

Action 5.1: Curriculum and Certification

Analysis: This action demonstrated a commitment to aligning CTE pathways with opportunities for college credit, thus enhancing students' post-secondary prospects. While the Year 1 outcomes showed no pathways articulated with college credit courses, the acknowledgment of this metric in Year 2 signifies an awareness of the importance of providing students with tangible benefits such as college credit. Despite the lack of progress in Year 2 and Year 3, the statement highlights ongoing efforts to confirm courses in each pathway with the local junior college to ensure students receive college credit upon completion. Although progress may have been slower than anticipated, the commitment to establishing these connections with the local community college demonstrates a dedication to enhancing students' educational experiences and increasing their readiness for college and careers in alignment with the school's overarching objectives. The articulation department at Chaffey College was put on pause and eHigh Fontana was invited to be part of the pilot program for CCAP and articulation agreements during school year 2023-2024. Each CTE teacher has recognized the importance of industry recognized credentials and are working towards strategically having industry recognized credentials as part of their CTE program. The culinary and video pathways started SY 23-24. The curriculum for those pathways are not yet fully implemented. There was a change in teacher for the logistics pathway in the middle of the year. The certification is being implemented for SY 24-25 for logistics. Product design also hired a new teacher for Sy 23-24. The teacher will have different certifications related to the pathway implemented in Sy 24-25 as this pathway was implemented for the first time in SY 22-23 with 23-24 being the first year the pathway was fully implemented in its 2nd year.

Action 5.2: Professional Development

Analysis: The % rate of CTE completers upon graduation serves as a key metric for assessing the effectiveness of Entrepreneur High Fontana's Career and Technical Education (CTE) program in preparing students for post-secondary success. While the baseline and Year 1 outcomes were not available due to the absence of a graduating class, Year 2 introduced this new metric, indicating a commitment to tracking students' completion of CTE pathways. However, Year 2 and Year 3 outcomes were also unavailable (Year 3 data pending graduation). As we prepare for the next year, we will continue to monitor and evaluate our CTE program's effectiveness in achieving this desired outcome. Collecting and analyzing data on CTE completion rates will provide valuable insights into the program's impact and inform

future strategies for improving student outcomes and fulfilling the school's mission of promoting college and career readiness. Starting at the conclusion of year 3 will be the first time this metric is going to be able to be utilized moving forward for each graduating class. Upon posting of final grades in June 2023, we will be able to accurately report on this metric.

Action 5.3: Equipment for CTE Course and Internships

Analysis: The metric for industry recognized credentials serves as a vital indicator of our success in equipping students with valuable skills and qualifications for the workforce. While the baseline data was not available, Year 1 introduced a new metric, signaling a commitment to tracking students' attainment of industry-recognized credentials. However, Year 2 and Year 3 outcomes were not available due to the absence of student data. Our CTE pathways officially began in the 2022-2023 school year and credentials are typically earned in capstone courses. Despite challenges, such as delayed ordering and installation of equipment, we attempted to be proactive in efforts to ensure the readiness of our CTE courses. The commitment to ordering, installing, and operationalizing all equipment for each CTE course by the end of 2023 semester one reflects a dedication to providing students with access to comprehensive and hands-on learning experiences. Moving forward, students will now have access to our full CTE curriculum and activities. By addressing these challenges and continuing to prioritize the acquisition of industry-recognized equipment and teachers, we will be able to better fulfill our mission of preparing students for success in college and careers. We had great success in our Culinary (HTR) pathway as all students earned a county food handlers certificate that is used in industry.

Action 5.4: Community and Partner Collaboration

Analysis: The metric tracking students' industry-related experience serves as a critical measure of our success in providing practical and relevant learning opportunities for its students. While the baseline data was not available, Year 2 introduced this new metric, indicating a commitment to monitoring students' engagement in industry-related experiences. By Year 3, significant progress was evident, with 69.09% of students participating in industry-related experiences, reflecting a substantial increase from the previous year's 55%. Our efforts to forge partnerships with local businesses and industry entities demonstrate proactive steps towards enhancing the CTE program and providing internship and externship opportunities for students. However, challenges persist in fully developing these partnerships, indicating a need for ongoing efforts to strengthen connections with local businesses and industry partners.Continued efforts to develop and expand partnerships will be crucial in further enriching the CTE program and maximizing opportunities for student success. eHigh Fontana has had a contract with the Fontana Chamber of Commerce to assist in forging these partnerships and relationships with businesses. RJA has also been working closely with the Inland Empire Chamber of Commerce to help forge even more relationships for our internal internship program, business incubator program, our externship program, and other CTE program partnerships such as CTE advisory committee, guest speakers, and industry professional relationships.

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

Changes to Goal: None.

Changes to Metrics: None

Changes to Desired Outcomes: None

Changes to Actions: None

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.

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
Entrepreneur High School Fontana	Diyaira Durham, Principal	d.durham@realjourney.org (909) 200-7148

Plan Summary [2024-2025]

General Information

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

REAL Journey Academies, a charter network organization established in 2009, oversees charter schools in the Inland Empire, with a primary mission to enhance educational opportunities for minority or economically disadvantaged students in the region. The organization strategically established campuses in Moreno Valley, San Bernardino, Highland, and Fontana, areas historically underserved. Committed to fostering active citizenship, REAL Journey Academies prioritizes academic achievement, character development, and community service. The vision is for REAL Journey Academy schools to uplift communities by setting higher standards for achievement, providing increased opportunities, and nurturing the next generation of local leaders.

Entrepreneur High School-Fontana, located at 7775 Sierra Avenue Fontana California 92236, commenced operations on August 3, 2021. Serving grades 9-12 with an enrollment of around 523 students. EHS Fontana predominantly serves the Fontana Unified School District. Student demographics comprise 82.8% Hispanic, 11.5% African American, 3.8% White, and Asian, with 13.77% being English Language Learners (ELLs) and 16% having Special Education needs. Additionally, 61.95% of students qualify for free and reduced-price lunch.

Reflections: Annual Performance

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

Based on the annual performance (2022-2023): 24.74% students Met or Exceeded *Standard for ELA*, 1.08% students Met or Exceeded *Standard for Math. Only 41.5% of our English Learners demonstrated Progress.The school culture and climate resulted in a 8.9% Suspension Rate.*

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.

N/A

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
Students	Students were provided the California Healthy Kids Survey (CHKS) during the second semester. The California Healthy Kids Survey (CHKS) serves multiple purposes in assessing various aspects of student well-being and school climate. Primarily, it aims to gather data on student behaviors, attitudes, and experiences related to health, safety, and well-being, including substance use, violence, mental health, and school connectedness. This data helps schools and communities identify areas of concern, assess the effectiveness of prevention and intervention programs, and make informed decisions to support student health and academic success. Additionally, the CHKS provides valuable information for local, state, and federal policymakers to understand trends and prioritize resources for improving the overall well-being of California's youth.
Teachers	Teachers participated in a professional development unpacking the purpose of the LCAP, analyzing the previous year data, and determining the most appropriate goals and actions plans to meet the needs of our students/school. All teachers were provided the LCAP Survey which was essential for fostering engagement, aligning priorities with community needs, promoting transparency, and ensuring accountability. We solicited input from parents to better meet our school needs, foster a sense of ownership, and demonstrate a commitment to listening to parental voices of those affected.
Administrators/Principal	Administrators participated in district collaboration analyzing data from past metrics to refine our goals/resources. Administrators led staff through site based LCAP training: unpacking the purpose of the LCAP, analyzing the previous year data, and determining the most appropriate goals and actions plans to meet the needs of our students/school.
Parents	Parents were provided a LCAP survey which was essential for fostering engagement, aligning priorities with community needs, promoting transparency, and ensuring accountability. We solicited input from parents to better meet our school needs, foster a sense of ownership, and demonstrate a commitment to listening to parental voices of those affected.
Other School Personnel	All school personnel were provided the LCAP Survey which was essential for fostering engagement, aligning priorities with community needs, promoting transparency, and ensuring accountability. We solicited input from all school personnel to better meet our school needs, foster a sense of ownership, and demonstrate a commitment to listening to the voices of those affected.

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

The site collaborated with the above stakeholders to refine the current LCAP to include more specific/measurable goals and metrics to track academic and social improvement of students in each demographic.

Our students expressed -More Personalized Learning: Students voiced the need for instruction that is tailored to their individual learning levels and styles, particularly in subjects like Math and English Language Arts. Interest in Environmental Initiatives: Students showed a strong interest in sustainability and environmental stewardship, wanting to see more initiatives and programs related to these areas. Need for Mental Health Support: There was a clear call for enhanced mental health resources and support systems to help manage stress and promote well-being.

In Response:

We included a goal to maintain high academic standards through targeted instruction, ensuring that learning is personalized and meets students at their instructional level. We created a goal to cultivate an environmentally conscious learning environment, integrating sustainability into the curriculum and school activities. We increased resources for mental health services, embedding social-emotional learning into our support structures.

Our teachers expressed -

Need for Professional Development: Teachers requested ongoing professional development to effectively implement new instructional frameworks and utilize curriculum support materials. Desire for Collaborative Planning Time: They emphasized the importance of collaborative planning time to share best practices and align instructional strategies. Importance of Data-Driven Instruction: Teachers highlighted the need for robust data systems to track student progress and inform instructional adjustments.

In Response:

We allocated additional resources for professional development focused on the RJA Instructional Framework and the use of pacing plans and support materials. We scheduled regular collaborative planning time within the school calendar to foster teacher collaboration. We enhanced our data systems to provide timely and actionable insights into student performance, ensuring instruction is continuously adjusted to meet student needs.

Our administrators expressed:

Focus on Equity and Inclusion: Administrators emphasized the importance of addressing achievement gaps and ensuring equity in educational opportunities. Accountability and Measurable Outcomes: They stressed the need for clear, measurable goals and metrics to track progress and hold the school accountable for student outcomes. Integration of Technology: There was a push for better integration of technology in teaching and learning to prepare students for the digital age.

In Response:

We established specific goals and metrics to monitor equity and inclusion, ensuring all student demographics are supported effectively. We developed clear, measurable goals and metrics within the LCAP to track academic and social improvements across different student groups. We invested in technology integration, providing training for teachers and access to digital tools and resources for students.

Our parents expressed:

Concern for Academic Rigor: Parents wanted assurance that the curriculum would challenge students and prepare them for future academic pursuits. Support for Holistic Education: They emphasized the importance of a well-rounded education that includes not only academics but also social-emotional learning and environmental responsibility. Communication and Transparency: Parents requested more regular and transparent communication about school goals, student progress, and available resources.

In Response:

We committed to maintaining high academic standards, ensuring that our curriculum is rigorous and aligned with the California Common Core State Standards. We included goals that focus on holistic education, incorporating social-emotional learning and environmental stewardship into our school programs. We improved communication channels with parents, providing regular updates on student progress, school goals, and resources available to support student success.

Our other school personnel expressed:

Need for Support and Training: Staff members highlighted the need for training and resources to support the implementation of new instructional strategies and goals. Role in Student Well-being: They emphasized their role in supporting student well-being and requested resources to help address students' social and emotional needs. Involvement in Decision-Making: Other school personnel wanted to be more involved in decision-making processes related to school goals and initiatives.

In Response:

We provided additional training and resources for all school personnel to support the effective implementation of the LCAP goals. We recognized the critical role of all staff in supporting student well-being, ensuring that resources and support systems are accessible to all. We established structures for greater involvement of school personnel in decision-making processes, ensuring their voices are heard and considered in school initiatives.

By incorporating the feedback from our diverse educational partners, we have refined our LCAP to better meet the needs of our school community. The collaborative process ensured that our goals are specific, measurable, and aligned with the priorities of students, teachers, administrators, parents, and other school personnel. This comprehensive approach will help us to foster an inclusive, supportive, and high-achieving learning environment for all students.

Goals and Actions

Goal

Goal #1	Description	Type of Goal
[Goal #1]	By the end of the third academic year, increase English Language Arts (ELA) proficiency rates across all student demographics by 15% as measured by the CAASPP and NWEA assessments.	[Focus Goal]

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

The EHSF baseline data presented highlights significant achievement gaps among different student demographics, including students with disabilities, English learners, and homeless students. By setting a goal to improve English Language Arts (ELA) proficiency across all demographics, the school is committing to addressing these disparities and ensuring that every student has equitable access to a high-quality education. Improving ELA achievement is essential for students to meet grade-level standards and succeed academically, both in high school and beyond. In addition, the school is recognizing the importance of supporting each student on their educational journey. Targeted interventions and support strategies will help students overcome barriers to learning and reach their full academic potential. By fostering a supportive and inclusive learning environment and providing wraparound support services for vulnerable student populations, the school is promoting student well-being and creating a sense of belonging for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CAASPP ELA Achievement - Schoolwide	24.74% met or exceeded grade-level standards for ELA	[Insert outcome here]	[Insert outcome here]	40% met or exceeded grade-level standards for ELA	[Insert current difference from baseline here]

	CAASPP ELA Achievement - Students with Disabilities	0% met or exceeded grade-level standards for ELA	[Insert outcome here]	[Insert outcome here]	25% met or exceeded grade-level standards for ELA	[Insert current difference from baseline here]
	CAASPP ELA Achievement - English Learners	28.05% met or exceeded grade-level standards for ELA	[Insert outcome here]	[Insert outcome here]	45% met or exceeded grade-level standards for ELA	[Insert current difference from baseline here]
	CAASPP ELA Achievement - African American Students	Data not available due to fewer than 11 students tested.	[Insert outcome here]	[Insert outcome here]	35% met or exceeded grade-level standards for ELA	[Insert current difference from baseline here]
	CAASPP ELA Achievement - Homeless	14.29% met or exceeded grade-level standards for ELA	[Insert outcome here]	[Insert outcome here]	29.3% met or exceeded grade-level standards for ELA	[Insert current difference from baseline here]
	CAASPP ELA Achievement - Hispanic Students	24.05% met or exceeded grade-level standards for ELA	[Insert outcome here]	[Insert outcome here]	39% met or exceeded grade-level standards for ELA	[Insert current difference from baseline here]
[Metric #2]	NWEA English Language Arts - Achievement	17% students who tested in the Winter fell within the 61st+> percentiles in ELA.	[Insert outcome here]	[Insert outcome here]	40% students who tested in the Winter fell within the 61st+> percentiles in ELA.	[Insert current difference from baseline here]
[Metric #3]	NWEA English Language Arts - Growth	44.57% students who tested Fall to Winter met their projected growth goal in reading.	[Insert outcome here]	[Insert outcome here]	59.6% students who tested Fall to Winter met their projected growth goal in reading.	[Insert current difference from baseline here]

[Metric #4]	English Learner Proficiency Indicator	41.05% making progress	[Insert outcome here]	[Insert outcome here]	56.05% making progress	[Insert current difference from baseline here]
[Metric #5]	ELA Course - Semester 1 Pass Rates	92% of our students passed their English courses in Semester 1 for 2023-2024.	[Insert outcome here]	[Insert outcome here]	98% of our students passed their English courses in Semester 1 for 2026-2027.	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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
[Action #1]	NWEA ELA PD	NWEA Measures of Academic Progress Software and Professional Development	$175,000	Yes
[Action #2]	CAASPP ELA PD	Professional development on CAASPP Summative and SBAC Interim Assessments	$25,000	Yes
[Action #3]	ELL PD	Professional Development Building Literacy Skills for English Learners	$110,000	Yes
[Action #4]	ELA Curriculum PD	Professional Development ELA Curriculum	$145,000	Yes
[Action #5]	ELD Curriculum	Provide curricular material to address and support the needs of English language learners to promote language acquisition and development. Curricular material will include both digital and print editions.	$120,000	Yes
[Action #6]	ELA Curriculum	Provide curricular material to address the need for a robust English curriculum for grades 9th-12th. Curricular material will include both digital and print editions.	$150,000	Yes
[Action #7]	Writing Curriculum Adoption	Adoption of a writing curriculum to support grade level English-Langugae Arts master, Step Up to Writing and Marco Learning.	$250,000	Yes

[Action #8]	IXL	With support of internal experts, teachers will utilize IXL in order to supplement appropriate state standard ELA content to ensure student exposure and support in areas of identified growth and enrichment in grades 9-12.	$97,000	Yes

Goal #2

Goal #2	Description	Type of Goal
[Goal #2]	Increase overall math proficiency across all student demographics by implementing targeted interventions and support strategies, with the aim of achieving at least 12.5% proficiency rate by the end of three academic years.	[Focus Goal]

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

The baseline data reveals significant disparities in math achievement across various student demographics. The percentages of students meeting or exceeding grade level standards for math are notably low for all students (1.08%). This goal aims to address these disparities by setting specific targets for improvement within each demographic group. By setting targeted goals to increase proficiency rates for these groups, the school is working towards creating a more equitable learning environment where all students have the opportunity to thrive. Improving math proficiency aligns with academic standards and expectations outlined in assessments like the CAASPP and NWEA. Meeting or exceeding grade level standards in math is essential for students' academic success and future opportunities in higher education and the workforce. Targeted interventions and support strategies will help students overcome barriers to learning and reach their full potential in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CAASPP Math Achievement - Schoolwide	1.08% met or exceeded grade level standards for Math.	[Insert outcome here]	[Insert outcome here]	40% met or exceeded grade level standards for Math.	[Insert current difference from baseline here]

	CAASPP Math Achievement - Students with Disabilities	0.00% met or exceeded grade level standards for Math.	[Insert outcome here]	[Insert outcome here]	35% met or exceeded grade level standards for Math.	[Insert current difference from baseline here]
	CAASPP Math Achievement - English Learners	1.22% met or exceeded grade level standards for Math.	[Insert outcome here]	[Insert outcome here]	38% met or exceeded grade level standards for Math.	[Insert current difference from baseline here]
	CAASPP Math Achievement - African American Students	Data not available due to fewer than 11 students tested.	[Insert outcome here]	[Insert outcome here]	30% met or exceeded grade-level standards for Math	[Insert current difference from baseline here]
	CAASPP Math Achievement - Homeless	0.00% met or exceeded grade level standards for Math.	[Insert outcome here]	[Insert outcome here]	35% met or exceeded grade level standards for Math.	[Insert current difference from baseline here]
	CAASPP Math Achievement - Hispanic Students	1.27% met or exceeded grade level standards for Math.	[Insert outcome here]	[Insert outcome here]	38% met or exceeded grade level standards for Math.	[Insert current difference from baseline here]
[Metric #2]	NWEA Math - Achievement	12% students who test in the Winter fell within the 61st+> percentiles in Math.	[Insert outcome here]	[Insert outcome here]	41% of students rank in the 61st+> percentiles in Math.	[Insert current difference from baseline here]
[Metric #3]	NWEA Math - Growth	43.77% students who tested Fall to Winter met their projected growth goal in Math.	[Insert outcome here]	[Insert outcome here]	65% students who tested Fall to Winter met their projected growth goal in Math.	[Insert current difference from baseline here]

[Metric #4]	Math Course - Semester 1 Pass Rates	93.60% of our students have passed their Semester 1 Math courses	[Insert outcome here]	[Insert outcome here]	99.0% of our students have passed their Semester 1 Math courses	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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
[Action #1]	NWEA Math PD	a. Renew purchase of NWEA Measures of Academic Progress will allow teachers access to student achievement data to track and monitor student growth during beginning of the year assessments, middle of the year assessment and end of the year assessments in Math. b. School staff will participate in professional development on NWEA Measures of Academic Progress to learn how to navigate the online software, to administer assessments and to access system reports to leverage data to improve academic instruction that will lead to student achievement and growth.	$56,000	Yes
[Action #2]	CAASPP Math PD	a. School staff will participate in professional development on CAASPP to learn how to navigate the online portal components, to access system reports to promote greater academic growth in Math. b. School staff will participate in professional development on SBAC interim assessments and use the data to inform instructional practices to close the achievement gap for all student groups in Math.	[$ 0.00]	Yes
[Action #3]	Math Coach	Provide a math coach (in-person) for the math department to foster teacher growth, improve instructional practices, and ultimately enhance student achievement. With specialized expertise in math pedagogy and data analysis, the math coach can offer personalized support to teachers, helping them develop effective instructional strategies, interpret student data, and differentiate instruction to meet the diverse needs of learners. By modeling best practices, facilitating collaboration among teachers, and promoting reflective practices, the math coach empowers educators to build confidence in their teaching abilities and continually strive for excellence in math instruction. Through targeted professional development, collaborative planning sessions, and ongoing support, the math coach plays a pivotal role in equipping teachers with the knowledge, skills, and resources they need to create engaging, rigorous, and student-centered learning experiences that promote mathematical understanding and success for all students.	$160,000	Yes

[Action #4]	Curriculum PD	Explore Reveal Math by McGrawHill curriculum	$57,000	Yes
[Action #5]	Math Curriculum	Teachers will design integrated lessons that include science and math to support math fluency. Teachers will implement targeted curriculum with fidelity in grades 9th-12th.	$176,000	Yes
[Action #6]	IXL	Renew subscription to IXL Indivdiual Skill Plan	$150,000	Yes
[Action #7]	Targeted Intervention for Underperforming Students	Target students performing below the 60th percentile in Math (Saturday School, zero period, etc.)	$195,000	Yes
[Action #8]	Co-Teaching Pilot	Small Group Instruction. Once a week.	$130,000	Yes
[Action #9]	After-School Math Tutoring	Target student who are not meeting annual growth target	$260,000	Yes

Goal

Goal #3	Description	Type of Goal
[Goal #3]	By the end of year three, achieve a 30% increase in active participation and involvement of students, parents, staff, and community members in initiatives aimed at promoting the social, emotional, and physical needs of students through comprehensive outreach initiatives and collaborative support strategies.	[Focus Goal]

State Priorities addressed by this goal.

Priority 6: School Climate

Priority 3: Parent Involvement

Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

With a suspension rate of 14%, there is an indication of potential challenges within the school environment, which could be related to social, emotional, or behavioral issues. While the Average Daily Attendance (ADA) rate is at 86.47%, there may still be room for improvement. By focusing on promoting the social, emotional, and physical well-being of students, schools can create a more supportive and engaging environment that encourages regular attendance and active participation in school activities. Establishing the goal to increase engagement in initiatives aimed at promoting student well-being can contribute to a more positive school climate, as it encourages collaboration and partnership among all stakeholders to create a nurturing and inclusive atmosphere. The absence of Positive Behavioral Interventions and Supports (PBIS) data suggests a potential gap in proactive approaches to address behavior and promote positive school culture. Engaging stakeholders in efforts to support students' social, emotional, and physical needs can lay the foundation for implementing PBIS practices, which focus on prevention, intervention, and reinforcement strategies to improve overall school climate and student behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Annual Attendance Report	86.47% ADA	[Insert outcome here]	[Insert outcome here]	90.00% ADA	[Insert current difference from baseline here]
[Metric #2]	Annual Suspension Report	14% suspension rate	[Insert outcome here]	[Insert outcome here]	6% suspension rate	[Insert current difference from baseline here]
[Metric #3]	MTSS Program Data	Not implemented	[Insert outcome here]	[Insert outcome here]	Implement new MTSS program	[Insert current difference from baseline here]
[Metric #4]	School Climate Survey	School Climate Survey results were not available at the time of this report.	[Insert outcome here]	[Insert outcome here]	Pending results of survey	[Insert current difference from baseline here]
[Metric #5]	Parent Information Meetings	ELAC, APPAC, School Site Council have been implemented with under 5% participation	[Insert outcome here]	[Insert outcome here]	30% participation rate	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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
[Action #1]	Positive School Culture and Climate	EHS-Fontana will implement a school wide MTSS program to monitor the overall school climate and culture. When the MTSS program is implemented, it affects the student as a whole through multiple sources such as attendance, social-emotional well being, and academics. We plan to accomplish this by using the MTSS platform and Panorama.	$210,000	Yes
[Action #2]	Student Leadership and ASB	EHS-Fontana will recruit an ASB advisor and will implement a student leadership organization to ensure student voice and decision making as stakeholders in the school.	$25,000	Yes
[Action #3]	Solutions Committee - Attendance	EHS-Fontana will recruit and formulate a Solutions Committee that will monitor, track and evaluate student attendance rates. This committee will also work with school administration and parents to achieve desired outcomes of 90% for annual attendance rates.	$70,000	Yes
[Action #4]	Solutions Committee - School Culture & Climate	EHS-Fontana will recruit and formulate a Solutions Committee that will monitor, track and evaluate student suspension rates. This committee will also work with school administration and parents to achieve desired outcomes for annual suspension rates of 6%.	$70,000	Yes

[Action #5]	Solutions Committee - Parent & Family Engagement	EHS-Fontana will recruit and formulate a Solutions Committee that will monitor, track and evaluate parent and family engagements. This committee will also work with the school administration and parents to increase parent and family participation and engagment at monthly parent nights and events.	$70,000	Yes
[Action #6]	Solutions Committee - Community Connections	EHS-Fontana will recruit and formulate a Solutions Committee that will monitor, track and evaluate community connections. This committee will also work with the school administration and parents to increase community partnerships.	$70,000	Yes
[Action #7]	Solutions Committee - Interventions	EHS-Fontana will recruit and formulate a Solutions Committee that will monitor, track and evaluate school wide interventions to support academic growth and achievement. This committee will also work with the school administration to support teachers in the student success team and MTSS process.	$70,000	Yes
[Action #8]	Parent Information Meetings	EHS-Fontana will host quarterly parent information meetings to discuss ways to support students to maintain a positive school culture and climate. Parents and community members will provide recommendations and participate in decisions making on ways to support the social, emotional and physical needs of students. (ELAC, School Site Council, AAPAC)	$45,000	Yes
[Action #9]	PBIS Curricular Material	Implement PBIS curriculum to support with the development of SEL skills, restorative practices and overall school-wide climate and culture.	$147,000	

Insert or delete rows, as necessary.

Goal

Goal #4	Description	Type of Goal
[Goal #4]	By the end of year three, increase engagement of teachers, administrators, parents, and community members by 25% in promoting active citizenship, academic achievement, character development, safe and well-maintained learning environments, and exposure to community resources to support each of our students in reaching their potential as learners.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 3: Parental Involvement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

The goal was developed to significantly enhance the engagement of teachers, administrators, parents, and community members, thereby fostering a supportive and collaborative school environment. The emphasis on ensuring 100% participation of teachers with a preliminary credential in an induction program underscores the importance of a solid foundation for educators, which is crucial for promoting active citizenship and academic achievement among students. Additionally, with only 64.6% of parents currently satisfied with the school culture, there is a clear need to boost parental involvement, as it directly correlates with improved student outcomes. The goal also addresses the partial compliance in Parent Teacher Conferences (PTCs), recognizing that full participation in these meetings is essential for monitoring and supporting student progress.

The goal also seeks to increase the participation of historically underrepresented groups, such as African American parents and English Language Learner parents, in advisory councils like AAPAC and ELAC, where current participation is alarmingly low. This focus on inclusivity is vital for character development and creating a school culture that values diversity. Establishing a regularly meeting School Site Council (SSC) is another critical component, as it provides a structured platform for addressing school-wide issues, including the safety and maintenance of learning environments. Lastly, by enhancing engagement with community members, the LEA aims to provide students with greater access to community resources, enriching their educational experience and supporting their overall development. This comprehensive approach reflects a commitment to continuous improvement and the belief that active collaboration among all stakeholders is essential for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Teacher Induction Program	100% of teachers with a preliminary credential participate in an induction program	[Insert outcome here]	[Insert outcome here]	100% of teachers with a preliminary credential participate in an induction program.	[Insert current difference from baseline here]
[Metric #2]	Annual Parent Survey	64.6 % of parents are satisfied with our school culture.	[Insert outcome here]	[Insert outcome here]	80.0 % of parents are satisfied with our school culture.	[Insert current difference from baseline here]
[Metric #3]	School Site Council (SSC) Agendas	Council has begun to meet quarterly to address school-wide business.	[Insert outcome here]	[Insert outcome here]	Council is re-established and meets monthly to address school-wide business.	[Insert current difference from baseline here]
[Metric #4]	African American Parent Advisory Council (AAPAC)	5% of African-American parents participate in African American Parent Advisory Council (AAPAC) meetings, events, and workshops.	[Insert outcome here]	[Insert outcome here]	35% of African-American parents participate in African American Parent Advisory Council (AAPAC) meetings, events, and workshops.	[Insert current difference from baseline here]

[Metric #5]	English Learner Advisory Council (ELAC)	0% of English Language Learner parents participate in ELAC (English Learner Advisory Committee) meetings, events, and workshops.	[Insert outcome here]	[Insert outcome here]	40% of English Language Learner parents participate in ELAC (English Learner Advisory Committee) meetings, events, and workshops.	[Insert current difference from baseline here]
[Metric #6]	Parent Teacher Conference (PTC)	10% of all parents participate in parent-teacher conferences.	[Insert outcome here]	[Insert outcome here]	50% of all parents participate in parent-teacher conferences.	[Insert current difference from baseline here]

Insert or delete rows, as necessary.

Goal Analysis for [2024-2025]

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.

N/A

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.

N/A

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

N/A

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.

N/A

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
[Action #1]	Teacher Induction Program	Teachers will participate in the required process of moving their preliminary teaching credential to a clear credential within the first three years of employment to support pedagogical and instructional best practices	$ 150,000	Yes
[Action #2]	School Climate Survey	EHS-Fontana will create a comprehensive annual parent survey to collect data to inform the decision making practices with the school to improve the school climate and culture.	[$ 0.00]	Yes
[Action #3]	Parent Workshop & SSC	The SSC will meet quarterly to discuss the academic achievement of students of EHS-Fontana. The council will participate in training on ways to analyze data, the Single Plan for Student Achievement, and their role as an advisory member.	$30,000	Yes
[Action #4]	Parent Workshop & AAPAC	The AAPAC will meet quarterly to discuss ways to impact and transform the educational trajectory for African American/black students. The council will participate in training to understand steps they can take to help close the achievement gap.	$20,000	Yes
[Action #5]	Parent Workshop & ELAC	The ELAC will meet quarterly to discuss ways to support students who are classified as English Language Learners. The council will participate in training on ways to analyze data, the Single Plan for Student Achievement, and their role as an advisory member.	$30,000	Yes
[Action #6]	Parent-Teacher Conference	Parents will participate in the annual parent teacher conference hosted by the school.	[$ 0.00]	Yes

Insert or delete rows, as necessary.

Goal

Goal #5	Description	Type of Goal
[Goal #5]	By the end of year three, Entrepreneur High Fontana will establish a comprehensive Career and Technical Education (CTE) program designed to prepare students for post-secondary career pathways and foster college and career readiness. The program will provide industry-relevant experiences and opportunities aligned with various career pathways. The goal is to ensure that 80% of graduating students have gained practical skills, certifications, or experiences that prepare them for their chosen career pathway or further education.	[Focus Goal]

State Priorities addressed by this goal.

1. Student Achievement: Enhancing student achievement and employability in career pathways.
2. Student Engagement: Increasing student engagement through hands-on, industry-relevant experiences.
3. Course Access: Providing broad access to essential career and technical education courses that prepare students for various post-secondary options.
4. All students participate in pathway related entrepreneurial internships and externships.

An explanation of why the LEA has developed this goal.

While four courses were submitted for college articulation in March 2024, pending approval, there is potential to expand opportunities for students to earn college credit through CTE coursework. Establishing a robust CTE program can provide students with more opportunities to earn college credits while still in high school, which can accelerate their progress towards post-secondary education and career readiness. Having a well-developed CTE program in place can increase the likelihood of students completing CTE pathways and earning industry-recognized credentials or certifications, which are valuable assets for their future career pursuits. Currently, data on the attainment of industry-recognized credentials and experiences is unavailable. However, by establishing a comprehensive CTE program, the LEA can ensure that students have access to industry-aligned coursework, hands-on experiences, and opportunities to earn credentials that are valued by employers in various fields. This can enhance students' competitiveness in the job market and better prepare them for success in their chosen career pathways. Establishing a robust CTE program can further capitalize on this interest and provide students with more opportunities to engage in meaningful, real-world learning experiences that prepare them for success beyond high school. An explanation of why the LEA has developed this goal.

1. Basic Services: Ensuring access to the necessary instructional materials, facilities, and qualified faculty.

2. Pupil Engagement: Engaging students actively with real-world applications of their studies to enhance interest and retention.

3. Course Access: Providing equitable access to a variety of CTE pathways that meet the diverse needs and interests of students.

4. Other Pupil Outcomes: Focusing on measurable outcomes such as college credits, certification attainment, and direct industry engagement.

The goal aligns with the RJA mission and vision by focusing on academic excellence and preparing students with essential skills to be

competitive and competent in a global and local economy. It addresses the need to provide tangible, valuable educational experiences that connect directly to higher education and the workforce, preparing students for varied post-secondary option.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CTE course articulation for college credit	0 pathways articulated	[Insert outcome here]	[Insert outcome here]	4 pathways articulated with a college credit course	[Insert current difference from baseline here]
[Metric #2]	% rate of CTE completers upon graduation	Data unavailable.	[Insert outcome here]	[Insert outcome here]	90% of all graduating students are CTE completers	[Insert current difference from baseline here]
[Metric #3]	Industry recognized credentials	No student data available	[Insert outcome here]	[Insert outcome here]	80% of CTE students obtain an industry-recognized credential	[Insert current difference from baseline here]
[Metric #4]	Students receiving industry-related experience	5% of African-American parents participate in African American Parent Advisory Council (AAPAC) meetings, events, and workshops.	[No baseline available	[Insert outcome here]	80% of CTE concentrators participate in internal internships/externships	[Insert current difference from baseline here]

Goal Analysis for [2024-2025]

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.

N/A

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.

N/A

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

N/A

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

N/A

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
[Action #1]	Curriculum Enhancement	Purchasing and integrating updated industry-aligned curriculum and certifications across all CTE pathways. This action focuses on purchasing up-to-date, industry-aligned curriculum materials and ensuring that certifications relevant to the respective industries are incorporated into the CTE program. This is essential for maintaining program relevancy and enhancing student job market readiness.	$250,000	Yes
[Action #2]	Comprehensive Staff Development	Extending professional development to include CTE teachers, administrative staff, and counselors to better support student pathways guidance. This action broadens professional development scope to include all personnel involved in student guidance. This unified approach ensures that the entire support network around CTE students is well-informed and equipped to guide them effectively.	$120,000	Yes
[Action #3]	Equipment Upgrade	Procuring and installing new industry-standard equipment to ensure up-to-date and effective training facilities. Updating and enhancing the technical equipment used in CTE courses ensures that students have hands-on experience with tools and technology that are current and relevant to today's industries.	$400,000	Yes
[Action #4]	Partner Network Expansion	Strengthening existing partnerships and establishing new ones to enhance internship, externship, and scholarship opportunities for students. This action aims to deepen ties with local businesses and industry leaders to secure more real-world experience opportunities for students, such as internships and externships, which are critical for practical learning.	$80,000	Yes
[Action #5]	Early Engagement Program	Developing an early engagement initiative to expose younger students to CTE pathways, boosting interest and informed decision-making as they approach the age to choose their tracks.	$115,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2024-2025]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,859,276	$211,042

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
30.830%	20.788%	$1,273,379	51.619%

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
Goal 1 Action 1.2	Action: ELA Professional Development Need: To improve mastery of content standards in ELA and increase the percent of students meeting and exceeding standards on the CAASPP Scope: LEA-wide	Teachers will use interim-based assessment data, with the assistance of internal experts and department chairs, to guide their future instruction and help students master ELA content.	Interim Assessments CAASPP Monitor and review lesson plans
Goal 1 Action 1.2	Action:IXL Implementation Need: English Language Arts (ELA) performance for all students is in the orange category, indicating it is 37.6 points below the standard and has declined by 14.3 points. Scope: LEA-wide	Students recognized as "in danger" or not doing well in their ELA modules will participate in IXL skills plans based on their NWEA assessment results. Skills plans will be monitored by teachers to assess mastery and intervention needs including MTSS.	IXL Skill Plans NWEA MAP Assessment
Goal 2 Action 2.9	Action:Math Tutoring Need: Mathematics performance for all students is in the red category, indicating it is 146.5 points below the standard and has declined by 10.1 points. Scope: LEA-wide	Students recognized as "in danger" or not doing well in their Math modules will participate in tutoring lessons conducted by a certified educator or a paraeducator.	CAASPP NWEA MAP Assessment

Insert or delete rows, as necessary.

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

Insert or delete rows, as necessary.

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.

[Provide description here]

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.

[Provide description here]

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	[Provide ratio here]	38 certificated staff providing direct services to a student population of 595 students Staff-to-student ratio of certificated staff providing direct services to students 1:15
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	16 certificated staff providing direct services to a student population of 595 students Staff-to-student ratio of certificated staff providing direct services to students 1:37

2024-2025 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 %)
2024-2025	$ 6,030,640	$ 1,859,276	30.830%	20.788%	51.619%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,228,000	$ -	$ -	$ -	$ 4,228,000.00	$ 1,920,000	$ 2,308,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	NWEA ELA PD	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 120,000	$ 55,000	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
1	2	CAASPP ELA PD	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 25,000	$ -	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
1	3	ELL PD	English Learners	Yes	LEA-wide	English Learners	eHigh Fontana	Ongoing	$ 80,000	$ 30,000	$ 110,000	$ -	$ -	$ -	$ 110,000	0.000%
1	4	ELA Curriculum PD	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 100,000	$ 45,000	$ 145,000	$ -	$ -	$ -	$ 145,000	0.000%
1	5	ELD Curriculum	English Learners	Yes	LEA-wide	English Learners	eHigh Fontana	Ongoing	$ 60,000	$ 60,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
1	6	ELA Curriculum	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
1	7	Writing Curriculum Adoption	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 150,000	$ 100,000	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
1	8	IXL	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 60,000	$ 37,000	$ 97,000	$ -	$ -	$ -	$ 97,000	0.000%
2	1	NWEA Math PD	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 35,000	$ 21,000	$ 56,000	$ -	$ -	$ -	$ 56,000	0.000%
2	2	CAASPP Math PD	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Math Coach	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 80,000	$ 80,000	$ 160,000	$ -	$ -	$ -	$ 160,000	0.000%
2	4	Curriculum PD	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 20,000	$ 37,000	$ 57,000	$ -	$ -	$ -	$ 57,000	0.000%
2	5	Math Curriculum	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 140,000	$ 36,000	$ 176,000	$ -	$ -	$ -	$ 176,000	0.000%
2	6	IXL	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 40,000	$ 110,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
2	7	Targeted Intervention for Underperforming Students	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 120,000	$ 75,000	$ 195,000	$ -	$ -	$ -	$ 195,000	0.000%
2	8	Co-Teaching Pilot	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 130,000	$ -	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
2	9	After-School Math Tutoring	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 200,000	$ 60,000	$ 260,000	$ -	$ -	$ -	$ 260,000	0.000%
3	1	Positive School Culture and Climate	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 140,000	$ 70,000	$ 210,000	$ -	$ -	$ -	$ 210,000	0.000%
3	2	Student Leadership and ASB	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 10,000	$ 15,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
3	3	Solutions Committee - Attendance	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 30,000	$ 40,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	4	Solutions Committee - School Culture & Climate	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 30,000	$ 40,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	5	Solutions Committee - Parent & Family Engagement	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 30,000	$ 40,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	6	Solutions Committee - Community Connections	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 30,000	$ 40,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	7	Solutions Committee - Interventions	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 30,000	$ 40,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	8	Parent Information Meetings	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 20,000	$ 25,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
3	9	PBIS Curricular Material	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 80,000	$ 67,000	$ 147,000	$ -	$ -	$ -	$ 147,000	0.000%
4	1	Teacher Induction Program	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
4	2	School Climate Survey	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	3	Parent Workshop & SSC	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 20,000	$ 10,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
4	4	Parent Workshop & AAPAC	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 20,000	$ -	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	5	Parent Workshop & ELAC	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 20,000	$ 10,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
4	6	Parent-Teacher Conference	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	1	Curriculum Enhancement	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 250,000	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
5	2	Comprehensive Staff Development	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ 100,000	$ 20,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
5	3	Equipment Upgrade	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 400,000	$ 400,000	$ -	$ -	$ -	$ 400,000	0.000%
5	4	Partner Network Expansion	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 80,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
5	5	Early Engagement Program	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 115,000	$ 115,000	$ -	$ -	$ -	$ 115,000	0.000%

2024-2025 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
$ 6,030,640	$ 1,859,276	30.830%	20.788%	51.619%	$ 4,228,000	0.000%	70.109%	**Total:**	$ 4,228,000
								LEA-wide Total:	$ 4,228,000
								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	1	NWEA ELA PD	Yes	LEA-wide	All	eHigh Fontana	$ 175,000	0.000%
1	2	CAASPP ELA PD	Yes	LEA-wide	All	eHigh Fontana	$ 25,000	0.000%
1	3	ELL PD	Yes	LEA-wide	English Learners	eHigh Fontana	$ 110,000	0.000%
1	4	ELA Curriculum PD	Yes	LEA-wide	All	eHigh Fontana	$ 145,000	0.000%
1	5	ELD Curriculum	Yes	LEA-wide	English Learners	eHigh Fontana	$ 120,000	0.000%
1	6	ELA Curriculum	Yes	LEA-wide	All	eHigh Fontana	$ 150,000	0.000%
1	7	Writing Curriculum Adoption	Yes	LEA-wide	All	eHigh Fontana	$ 250,000	0.000%
1	8	IXL	Yes	LEA-wide	All	eHigh Fontana	$ 97,000	0.000%
2	1	NWEA Math PD	Yes	LEA-wide	All	eHigh Fontana	$ 56,000	0.000%
2	2	CAASPP Math PD	Yes	LEA-wide	All	eHigh Fontana	$ -	0.000%
2	3	Math Coach	Yes	LEA-wide	All	eHigh Fontana	$ 160,000	0.000%
2	4	Curriculum PD	Yes	LEA-wide	All	eHigh Fontana	$ 57,000	0.000%
2	5	Math Curriculum	Yes	LEA-wide	All	eHigh Fontana	$ 176,000	0.000%
2	6	IXL	Yes	LEA-wide	All	eHigh Fontana	$ 150,000	0.000%
2	7	Targeted Intervention for Underperforming Students	Yes	LEA-wide	All	eHigh Fontana	$ 195,000	0.000%
2	8	Co-Teaching Pilot	Yes	LEA-wide	All	eHigh Fontana	$ 130,000	0.000%
2	9	After-School Math Tutoring	Yes	LEA-wide	All	eHigh Fontana	$ 260,000	0.000%
3	1	Positive School Culture and Climate	Yes	LEA-wide	All	eHigh Fontana	$ 210,000	0.000%
3	2	Student Leadership and ASB	Yes	LEA-wide	All	eHigh Fontana	$ 25,000	0.000%
3	3	Solutions Committee - Attendance	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	4	Solutions Committee - School Culture & Climate	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	5	Solutions Committee - Parent & Family Engagement	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	6	Solutions Committee - Community Connections	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	7	Solutions Committee - Interventions	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	8	Parent Information Meetings	Yes	LEA-wide	All	eHigh Fontana	$ 45,000	0.000%
3	9	PBIS Curricular Material	Yes	LEA-wide	All	eHigh Fontana	$ 147,000	0.000%
4	1	Teacher Induction Program	Yes	LEA-wide	All	eHigh Fontana	$ 150,000	0.000%
4	2	School Climate Survey	Yes	LEA-wide	All	eHigh Fontana	$ -	0.000%
4	3	Parent Workshop & SSC	Yes	LEA-wide	All	eHigh Fontana	$ 30,000	0.000%
4	4	Parent Workshop & AAPAC	Yes	LEA-wide	All	eHigh Fontana	$ 20,000	0.000%
4	5	Parent Workshop & ELAC	Yes	LEA-wide	All	eHigh Fontana	$ 30,000	0.000%
4	6	Parent-Teacher Conference	Yes	LEA-wide	All	eHigh Fontana	$ -	0.000%
5	1	Curriculum Enhancement	Yes	LEA-wide	All	eHigh Fontana	$ 250,000	0.000%
5	2	Comprehensive Staff Development	Yes	LEA-wide	All	eHigh Fontana	$ 120,000	0.000%
5	3	Equipment Upgrade	Yes	LEA-wide	All	eHigh Fontana	$ 400,000	0.000%
5	4	Partner Network Expansion	Yes	LEA-wide	All	eHigh Fontana	$ 80,000	0.000%
5	5	Early Engagement Program	Yes	LEA-wide	All	eHigh Fontana	$ 115,000	0.000%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 655,246.00	$ 597,451.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 44,105
1	2	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 18,432	$ 42,844
1	3	Professional Development Building Literacy Skills for English Learners	Yes	$ 38,210	$ 45,062
2	1	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 45,709
2	2	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 18,432	$ 44,449
2	3	Ongoing Professional Development Support English Learners in Math	Yes	$ 18,560	$ 7,047
2	4	Purchase Matth Curriculum and Professional Development	Yes	$ 189,000	$ 58,738
3	1	Positive School Culture and Climate	Yes	$ 19,800	$ 40,952
3	2	Student Leadership and ASB	Yes	$ 10,500	$ 11,525
3	3	Solutions Committee - Attendance	Yes	$ 16,972	$ 17,825
3	4	Solutions Committee - Suspension	Yes	$ 16,972	$ 17,825
3	5	Parent Information Meetings	Yes	$ 13,483	$ 15,237
4	1	Teacher Induction	Yes	$ 68,000	$ 73,867
4	2	School Climate Survey	Yes	$ 7,500	$ 9,822
4	3	Parent Workshop and Training School Site Council (SSC)	Yes	$ 12,385	$ 9,661
4	4	Parent Workshop and Training African	Yes	$ 12,500	$ 9,543
4	5	Parent Workshop and Training English Learner	Yes	$ 12,500	$ 9,717
4	6	Parent Teacher Conference (PTC)	Yes	$ 7,000	$ 42,287
5	1	Curriculum and Certification	Yes	$ 15,000	$ 51,236
5	2	Professional Development	Yes	$ 14,000	$ -
5	3	Equipment for CTE courses and internships	Yes	$ 60,000	$ -
5	4	Community and Partner Collaboration	Yes	$ 32,000	$ -

2023-2024 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)
$ 1,870,830	$ 655,246	$ 597,451	$ 57,795	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	1	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 44,105.00	0.000%	0.000%
1	2	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 18,432	$ 42,844.00	0.000%	0.000%
1	3	Professional Development Building Literacy Skills for English Learners	Yes	$ 38,210	$ 45,062.00	0.000%	0.000%
2	1	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 45,709.00	0.000%	0.000%
2	2	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 18,432	$ 44,449.00	0.000%	0.000%
2	3	Ongoing Professional Development Support English Learners in Math	Yes	$ 18,560	$ 7,047.00	0.000%	0.000%
2	4	Purchase Matth Curriculum and Professional Development	Yes	$ 189,000	$ 58,738.00	0.000%	0.000%
3	1	Positive School Culture and Climate	Yes	$ 19,800	$ 40,952.00	0.000%	0.000%
3	2	Student Leadership and ASB	Yes	$ 10,500	$ 11,525.00	0.000%	0.000%
3	3	Solutions Committee - Attendance	Yes	$ 16,972	$ 17,825.00	0.000%	0.000%
3	4	Solutions Committee - Suspension	Yes	$ 16,972	$ 17,825.00	0.000%	0.000%
3	5	Parent Information Meetings	Yes	$ 13,483	$ 15,237.00	0.000%	0.000%
4	1	Teacher Induction	Yes	$ 68,000	$ 73,867.00	0.000%	0.000%
4	2	School Climate Survey	Yes	$ 7,500	$ 9,822.00	0.000%	0.000%
4	3	Parent Workshop and Training School Site Council (SSC)	Yes	$ 12,385	$ 9,661.00	0.000%	0.000%
4	4	Parent Workshop and Training African American	Yes	$ 12,500	$ 9,543.00	0.000%	0.000%
4	5	Parent Workshop and Training English Learner	Yes	$ 12,500	$ 9,717.00	0.000%	0.000%
4	6	Parent Teacher Conference (PTC)	Yes	$ 7,000	$ 42,287.00	0.000%	0.000%
5	1	Curriculum and Certification	Yes	$ 15,000	$ 51,236.00	0.000%	0.000%
5	2	Professional Development	Yes	$ 14,000	$ -	0.000%	0.000%
5	3	Equipment for CTE courses and internships	Yes	$ 60,000	$ -	0.000%	0.000%
5	4	Community and Partner Collaboration	Yes	$ 32,000	$ -	0.000%	0.000%

2023-2024 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)
$ 6,125,533	$ 1,870,830	0.000%	30.542%	$ 597,451	0.000%	9.753%	$ 1,273,379.00	20.788%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023