LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Entrepreneur High School

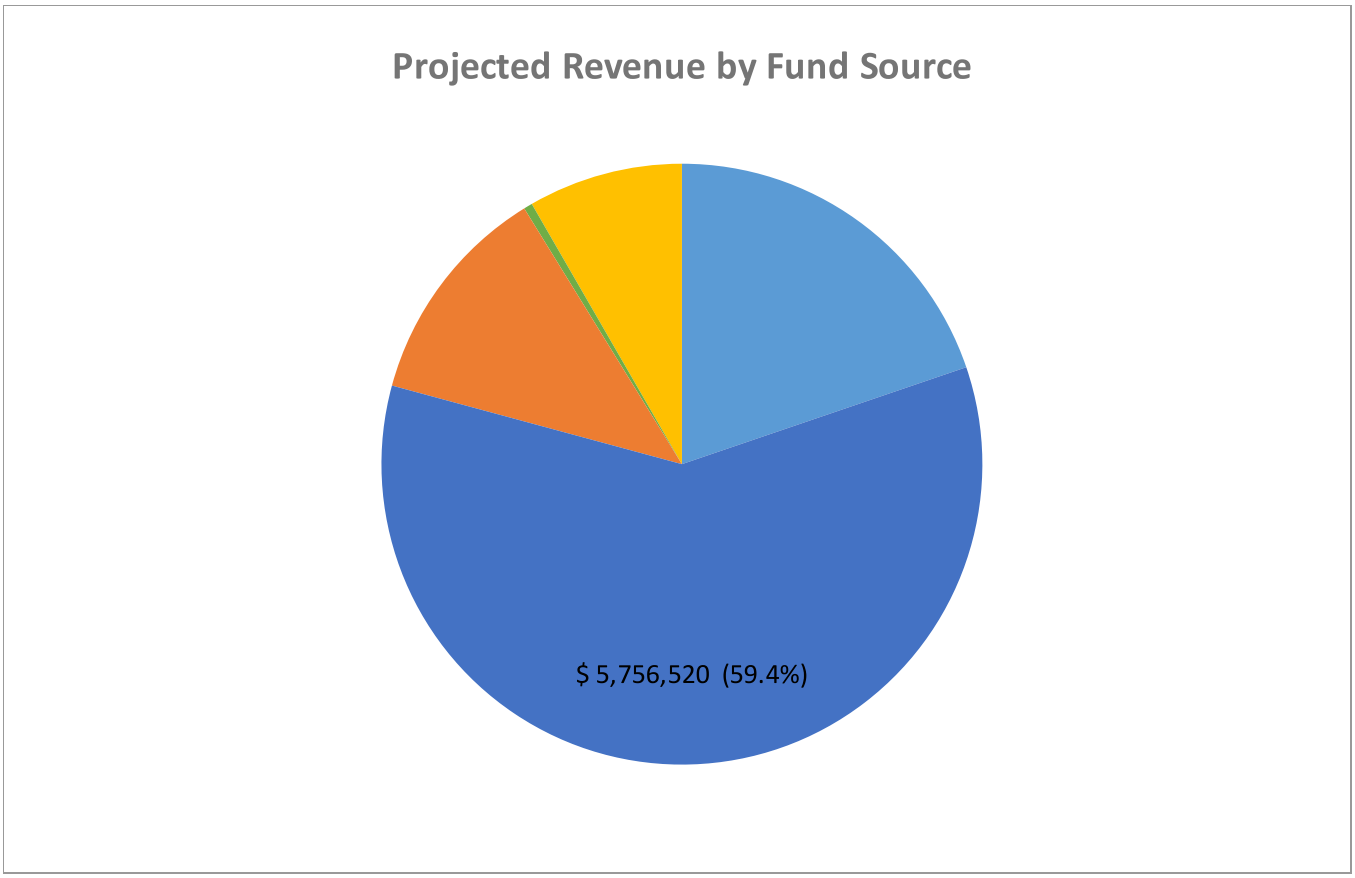
CDS Code: 36-67876-0136952

School Year: 2024-2025

LEA contact information: Jacqueline Woods-Jefferson, Assistant Superintendent
j.woodsjefferson@realjourney.org

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).

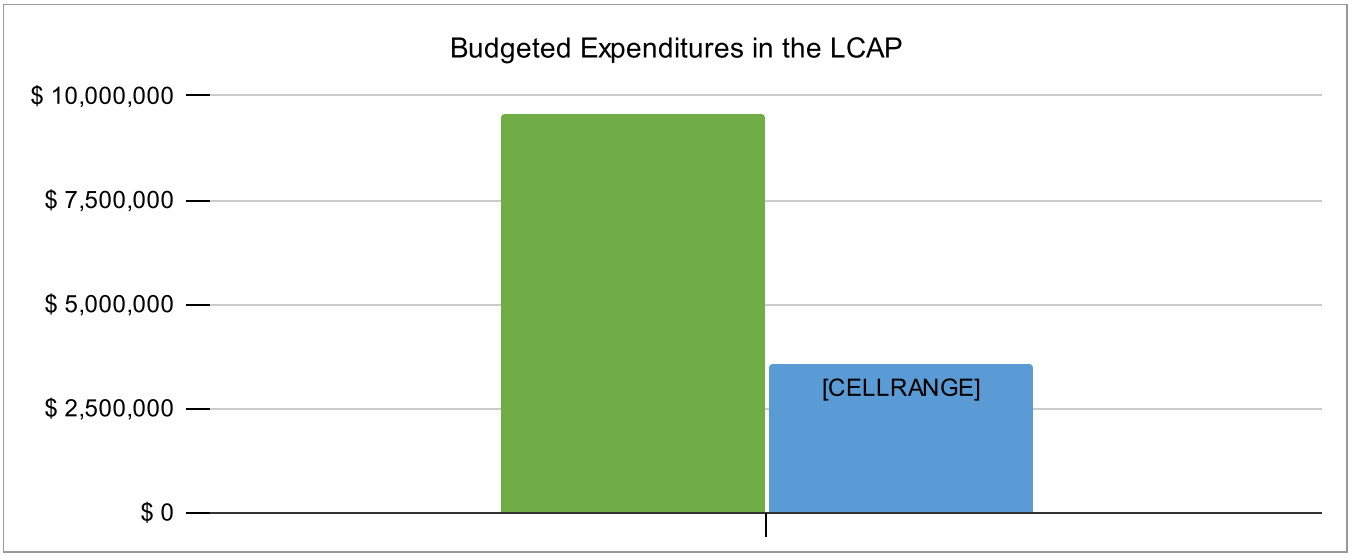
Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Entrepreneur High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Entrepreneur High School is $9,684,336.00, of which $7,671,225.00 is Local Control Funding Formula (LCFF), $1,161,422.00 is other state funds, $45,000.00 is local funds, and $806,689.00 is federal funds. Of the $7,671,225.00 in LCFF Funds, $1,914,705.00 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 School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

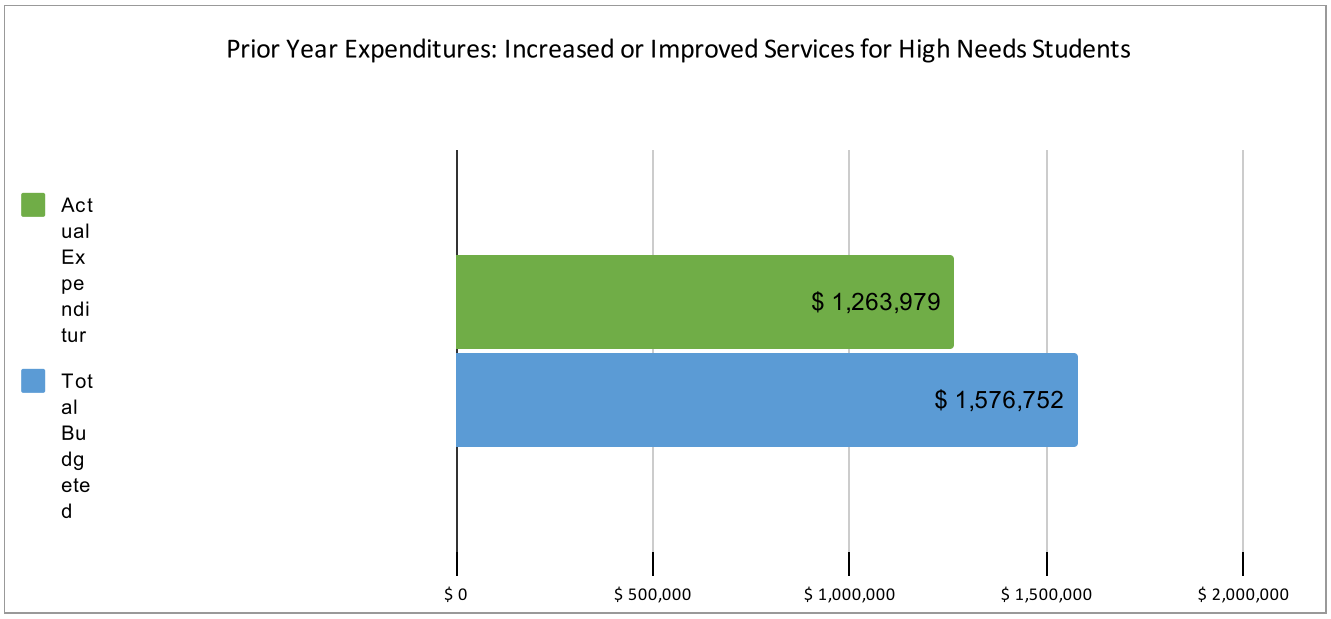
The text description of the above chart is as follows: Entrepreneur High School plans to spend $9,562,789.00 for the 2024-2025 school year. Of that amount, $3,558,000.00 is tied to actions/services in the LCAP and $6,004,789.00 is not included in the LCAP. The budgeted expenditures that are not included 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 School is projecting it will receive $1,914,705.00 based on the enrollment of foster youth, English learner, and low-income students. Entrepreneur High School must describe how it intends to increase or improve services for high needs students in the LCAP. Entrepreneur High School plans to spend $3,438,000.00 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 School 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 School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Entrepreneur High School's LCAP budgeted $1,576,752.00 for planned actions to increase or improve services for high needs students. Entrepreneur High School actually spent $1,263,979.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $312,773.00 had the following impact on Entrepreneur High School'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 San Bernardino	Jacqueline Woods Jefferson Assistant Superintendent	j.woodsjefferson@realjourney.org

Goals and Actions

Goal

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 2024–25
CAASPP	Not Applicable due to 20 - 21 being the first year with an 11th grade students	37.25% met or exceeded ELA in school year 2020-2021.	48.02% met or exceeded ELA in school year 2021-2022.	37.9% met or exceeded ELA in school year 2022-2023.	40% of students will meet or exceed on the CAASPP.
NWEA	31.2% of students met their project growth targets for English Language Arts in the 2019-2020 School Year.	58.86% of students who tested met projected growth in reading	45.39% of students who tested Fall to Winter met their projected growth goal in reading.	52.75% of students who tested Fall to Winter met their projected growth goal in reading.	60% of students will meet their projected growth targets for English.
ELA Grades / Bag Report	78.3 % of student passed and met the ELA standards for their coursework in the 20 - 21 school year.	83.37% of our students passed and met the ELA standards for their coursework in the 20-21 school year.	81.53% of our students passed and met the ELA standards for their coursework during the 1st semester of the 21-22 school year.	93.68%of our students passed and met the ELA standards for their coursework during the 1st semester of the 22-23 school year.	95% of students will meet the ELA standards for their coursework.

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: Literacy

EHS administration will provide PD for teachers on how to incorporate appropriate literacy strategies in all courses.

Successes: In progress, some ELA training was provided during the summer institute to include literacy development.

Challenges: Finding adequate time to adapt literary strategies with training.

Action 1.2: Tutoring

Students identified as “at risk” or failing their ELA courses will attend tutoring sessions with a credentialed teacher or a paraeducator.

Successes: ELA Tutoring is offered each day after school to all students.

Challenges: ELA Teacher scheduling for core subject focussed PD’s and teacher availability. How to promote student attendance.

Action 1.3: Parent Training Sessions

Provides parents with parent training opportunities in the area of mathematical skills and content vocabulary building to support their students at home.

Successes: In process, a draft has been addressed that presents the baseline for parent training opportunities. Training assists parents with student ELA growth.

Challenges: Parent participation and interest in training to help understand the ELA growth process.

Action 1.4: Professional Development & Professional Learning Communities (PLC)

EHS administrators and teachers will conduct quarterly professional development focused on meeting the needs of English Language Learners, Students with disabilities, and Common Core State Standards EHS will maintain a shared document where teachers will record best practices. Teachers will also share these practices at staff meetings/PLC and update shared documents.

Successes (a.):EHS admin has provided frequent PLC opportunities for teachers, focusing on meeting the needs of ELA students, and students with disabilities.
Successes (b): Teachers have collaborated during staff meetings and PLC days to share strategies.

Challenges (a): Finding adequate time in a busy schedule for teachers to engage in PLC.

Challenges (b): Finding the strategies that work best for each ELA teacher.

Action 1.5: Lesson Design and Progress Monitoring

Course plans (pacing/unit/lesson) will be aligned with the Common Core State Standards.

School administrators and teachers will consistently benchmark student progress.

Teachers in ELA will be given consistent planning to support ELA students in all courses.

Successes (a.): Schoolwide lesson plans and progress monitoring templates have been implemented addressing ELA strategies.

Successes (b): Lesson plan submissions and Progress monitoring reports have been assigned addressing ELA strategies.

Successes (c): Weekly ILT meetings supporting and planning to adapt ELA strategies across the curriculum.

Challenges (a): Extensitivity of the content generated by teachers in the templet.

Challenges (b): Lack of consistency in submitting lesson plans and progress monitoring reports

Challenges (c): Difficulty in adapting cross-curriculum instructional strategies.

Action 1.6: Support Data Analysis

With the support of internal experts and department chairs, teachers will utilize interim-based assessment data to drive future instruction to support students in mastery of content. Administration will facilitate and teachers will meet in grade-level PLCs to analyze student data, work samples, program data, and common assessment data to increase student achievement in English-Language Arts. With support of internal experts, teachers will utilize IXL to supplement appropriate state standard ELA content to ensure student exposure and support in areas of identified growth and enrichment.

Successes (a.):Student assessment data is presented and analyzed during staff meetings and PLC sessions. Teachers use ELA data results to facilitate targeted teaching

Successes (b): Admin provides opportunities for staff to meet and analyze data.

Successes (c): Teachers use IXL during PLC sessions to learn state standards to support student learning.

Challenges (a): Looking through data takes a large block of time that is often difficult to find. The challenge is finding enough time in this process.

Challenges (b): Facilitating meetings where objectives are clear.

Successes (c): Oversight to ensure that strategies learned from IXL are implemented by teachers.

Action 1.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development

Purchase and acquisition 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 ELA. 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 promote greater academic growth in ELA.

Successes (a.): Map growth software is used to generate and track student ELA assessment results.

Successes (b): PLC meetings are dedicated to present and monitor the ELA data to drive students success

Challenges (a): Lack of knowledge in navigating and reading data properly.

Challenges (b): Lack of training to properly adapt data results into instructional settings.

Action 1.8: Professional Development on CAASPP Summative & SBAC Interim Assessments

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 ELA. School staff will participate in professional development on SBAC interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth.

Successes (a.): Staff will participate in PD focused on reading CAASPP results from the state reporting system.

Successes (b): Staff will participate in PDs focused on reading SBAC results from the state reporting system.

Challenges (a): Collaborative integration of reading CAASPP results.

Challenges (b): Collaborative integration of reading SBAC results.

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: Literacy
Budgeted Expenditures: $21,000.00
Estimated Actual Expenditures: $71,343.68
Material Difference: -$50,343.68
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 1.2: Tutoring
Budgeted Expenditures: $138,000.00
Estimated Actual Expenditures: $51,245.08
Material Difference: $86,754.92
Explanation: The material difference was significant due to the focus on 11th grade students receiving tutoring services as a pilot to improve readiness in CAASPP, college and career, and career technical education for student groups and special programming.

Action 1.3: Parent Training Sessions
Budgeted Expenditures: $15,000.00
Estimated Actual Expenditures: $17,970.10

Material Difference: $8,138.19
Explanation: The material difference was not significant.

Action 1.4: Professional Development & Professional Learning Communities (PLC)
Budgeted Expenditures: $42,000.00
Estimated Actual Expenditures: $15,473.75
Material Difference: $24,029.91
Explanation:The material difference is significant due to the PLC component beginning later in the school year due to a change in site leadership. During the upcoming school year PLC's will begin in the summer to ensure a full year of implementation.

Action 1.5: Lesson Design and Progress Monitoring
Budgeted Expenditures: $12,800.00
Estimated Actual Expenditures: $26,899.24
Material Difference: -$14,099.24
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 1.6: Support Data Analysis
Budgeted Expenditures: $83,000.00
Estimated Actual Expenditures: $43,425.98
Material Difference: $39,574.02
Explanation: The material difference was significant due to the lower student enrollment numbers and a credit was applied from the software company. During the 24-25 school year enrollment is expected to increase and will reflect more accurate expenditures.

Action 1.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development
Budgeted Expenditures: $27,000.00
Estimated Actual Expenditures: $40,191.85
Material Difference: -$13,191.85
Explanation: The material difference was significant due to actual expenditures being more than the budgeted expenditures.

Action 1.8: Professional Development on CAASPP Summative & SBAC Interim Assessments
Budgeted Expenditures: $28,432.00
Estimated Actual Expenditures: $38,825.98
Material Difference: -$10,393.98
Explanation: The material difference was significant due to the actual expenditures exceeding 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 1.1: Literacy

Analysis: The summer teacher institute was effective in preparing the teachers for the beginning of the school year. The blended learning PD provided teachers with the skills to implement literacy in their classrooms. The PLCs were effective in allowing teachers to share best practices to improve literacy.

Action 1.2: Tutoring

Analysis: The tutoring was somewhat effective in raising the ELA scores; however, tutoring was mostly used for students to improve their grades not geared towards ELA. As a result, we did not meet our 92% goal.

Action 1.3: Parent Training Sessions

Analysis: Parent training sessions were somewhat effective. The sessions did provide the parents with access to monitor their student's ELA course grades. This allowed parents to discuss this with their students but there was no specific training on vocabulary building.

Action 1.4: Professional Development & Professional Learning Communities (PLC)

Analysis: The summer institute and tri-weekly PLC were effective in improving our year 2 outcome in ELA. From year 1 to 2 the students' scores increased by over 10%. The PLCs gave the teachers the ability to collaborate to develop systems and strategies to improve their students' scores.

Action 1.5: Lesson Design and Progress Monitoring

Analysis: Chalk effectively provided a software platform that allowed administrators to provide feedback to teachers effectively. Chalk also increased the amount of lessons that were reviewed. This led to an increase in CAASPP ELA scores.

Action 1.6: Support Data Analysis

Analysis: The interim assessments were effective in providing the teachers with data that informed their blended learning stations. This also informed them if their instructional strategies were effective with special populations.

Action 1.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development

Analysis: The NWEA Mas software was effective in providing teachers with math and ELA data to provide targeted instruction. However, it was somewhat effective in academic progress as it did not lead to our students meeting their growth targets. The percentage of students meeting their growth targets in ELA fell by over 13%.

Action 1.8: Professional Development on CAASPP Summative & SBAC Interim Assessments

Analysis: The CAASPP summative and interim assessments were somewhat effective in reaching the goal of 65% of students meeting or exceeding standards on the CAASPP. However, from year 1 to year 2 students who met or exceeded standards on the CAASPP increased by 10%.

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: No additional changes were made to the planned goals that resulted from reflection on prior practice.

Changes to Metrics: No additional changes were made to the metrics that resulted from reflection on prior practice.

Changes to Desired Outcomes: No additional changes were made to the desired outcomes that resulted from reflection on prior practice.

Changes to Actions: No additional changes were made to the actions that resulted from reflection on prior practice.

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

Goal #	Description
Goal #2	***Maintain high academic standards for all students by ensuring students receive targeted math instruction- following the RJA 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

Description: 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.

Entrepreneur High School understands that for students to be successful in college and career they need to be able to read and write at a high level. Literacy is very important to students' success in high school and beyond. To ensure that literacy is incorporated in all content areas, Entrepreneurship will provide teachers with the RJA Instructional Framework and adopted pacing plans. RJA will also provide professional development to ensure teachers have the proper training. This goal will also lead to increased graduation rates and acceptance into four-year colleges. Students will be more successful in their A - G coursework. Through our data, we also found that 21.7% of our students did not meet standards in their coursework.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
CAASPP	Not Applicable due to 20 - 21 being the first year with an 11th grade students	8.09% met or exceeded Math in school year 2020-2021.	8.50% met or exceeded Math in school year 2021-2022.	9.67% met or exceeded Math in school year 2022-2023.	62% of 11th-grade students will score between 2583-2681 which is the Achievement Level Score Range for Standard Met
Transcript & Bag Report	75.5 % of student passed Math during the 20 - 21 school year	86.62% of our students passed and met the Math standards for their coursework in the 2020-2021 school year	74.34% of our students passed and met the Math standards for their coursework during the 1st semester of the 21-22 school year.	88% of our students passed and met the Math standards for their coursework during the 1st semester of the 23-24 school year.	90% of students will pass grade-level math courses
Parent and Family Engagement Data	Not Applicable	0% of EHS parents participated in quarterly parent training to address building content vocabulary and mathematical skills	0% of EHS parents participated in quarterly parent direct training to address building content vocabulary and mathematical skills. However, 40% of parents did participate in training that would indirectly support students in ELA and math.	0% of EHS parents participated in quarterly parent training to address building content vocabulary and mathematical skills	50% of EHS parents will participate in quarterly parent training to address building content vocabulary and mathematical skills

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2024–25
Lesson plans, Unit plans, Digital Lesson Access	80% of teacher lesson plans included plans to connect the common core state standards but only 0% were available to parents	100% of teacher lesson plans included plans to connect the common core state standards but only 10% were available to parents	100% of teacher lesson plans included plans to connect the common core state standards but they were only available to parents upon request.	100% of teacher lesson plans included plans to connect the common core state standards and will be available to parents	100% of teacher lesson plans will include plans to connect the common core state standards and will be available to parents

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: Literacy

Teachers will participate in professional development on how to incorporate literacy in all math courses

Successes: Math pacing redesign was completed. Teacher training was provided during the summer institute to include literacy development.

Challenges: Finding adequate time to adapt literary strategies with training.

Action 2.2: Tutoring

Students identified as “at risk” or failing their Math courses will attend tutoring sessions with a credentialed teacher or a para educator multiple times per week.

Successes: Mathi tutoring is offered each day after school for all students.

Challenges: Teacher scheduling and availability. Student attendance.

Action 2.3: Parent Training Sessions

Provides parents with parent training opportunities in the area of mathematical skills and content vocabulary building in order to support their students at home.

Successes:In process, a draft has been addressed that presents the baseline to parent training opportunities in math.

Challenges: Parent participation and interest in training.

Action 2.4: Professional Development & Professional Learning Communities (PLC)

Teachers provide meaningful feedback on surveys to guide professional development decisions.

Successes: (a) EHS admin has provided frequent PLC opportunities for teachers, focusing on meeting the needs of students in Math classes.

Successes: (b) Math teachers have collaborated during staff meetings and PLC days to share math strategies.

Challenges: (a)Finding adequate time in a busy schedule for teachers to engage in PLC.

Challenges: (a) Finding the strategies that work best for each Math teacher.

Action 2.5: Lesson Design and Progress Monitoring

Course plans (pacing/unit/lesson) will be aligned with the Common Core State Standards.

School administrators and teachers will consistently benchmark student progress.

Teachers in Mathematics will be given consistent planning to support Math students in all courses

Successes: (a)A new school-wide math curriculum has been adapted and implemented.

Successes: (b) Math lesson plan adaptations have been implemented and Progress monitoring reports have been assigned.

Successes: (c) Weekly ILT meetings supporting and planning to adapt Math strategies across the curriculum.

Challenges: (a) Extensitivity of the content generated by teachers in classroom adaptation.

Challenges: (b)Lack of consistency in submitting lesson plans and progress monitoring reports

Challenges: (c)Difficulty in adapting cross-curriculum instructional strategies.

Action 2.6: Support Data Analysis

Successes: (a) Student assessment math data is presented and analyzed during staff meetings and PLC sessions. Teachers use data to help

Successes: (b) Admin provides opportunities for math teachers to meet and analyze data.

Successes: (c) Teachers use IXL during PLC sessions to learn state standards to support student learning.

Challenges: (a) Looking through math data takes a large block of time that is often difficult to find. The challenge is finding enough time in this process.

Challenges: (b) Facilitating meetings where objectives are clear.

Challenges: (c) Oversight to ensure that math strategies learned from IXL are implemented by teachers.

Action 2.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development

Purchase and acquisition 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.

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 promote greater academic growth in math

Successes (a): Math growth software is used to generate and track student assessment results.

Successes (b): PLC meetings are dedicated to present and monitor the data to drive students' success

Challenges (a): Lack of knowledge in navigating and reading data properly.

Challenges (b): Lack of training to properly adapt data results into instructional settings.

Action 2.8: Professional Development on CAASPP Summative & SBAC Interim Assessments

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. School staff will participate in professional development on SBAC interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth.

Successes (a): Staff will participate in PD focused on reading CAASPP Math results from state reporting system.

Successes (b): Staff will participate in PD focused on reading SBAC Math results from state reporting system.

Challenges (a): Collaborative integration of reading CAASPP results.

Challenges (b): Collaborative integration of reading SBAC results.

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: Literacy
Budgeted Expenditures: $23,000.00
Estimated Actual Expenditures: $45,559.90
Material Difference: -$22,559.90
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 2.2: Tutoring
Budgeted Expenditures: $167,000.00
Estimated Actual Expenditures: $43,020.45
Material Difference: $123,979.55
Explanation: The material difference was significant due to not implementing Saturday School in lieu of Winter and Spring Intersession opportunities that lasted one week per intersession.

Action 2.3: Parent Training Sessions
Budgeted Expenditures: $19,000.00
Estimated Actual Expenditures: $14,780.31
Material Difference: $3,219.69
Explanation: The material difference was not significant.

Action 2.4: Professional Development
Budgeted Expenditures: $35,275.00
Estimated Actual Expenditures: $17,188.02
Material Difference: $18,086.98
Explanation: The material difference is significant due to a discount that was applied from the consultant providing professional development services.

Action 2.5: Professional Development Survey Results
Budgeted Expenditures: $19,074.00
Estimated Actual Expenditures: $9,216.88
Material Difference: $10,857.12
Explanation: The material difference is not significant.

Action 2.6: Lesson Design & Progress Monitoring
Budgeted Expenditures: $31,000.00
Estimated Actual Expenditures: $50,677.37
Material Difference: -$19,677.37
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 2.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development
Budgeted Expenditures: $27,000.00
Estimated Actual Expenditures: $40,191.85
Material Difference: -$13,191.85
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 2.8: Professional Development on CAASPP Summative & SBAC Interim Assessments
Budgeted Expenditures: $38,432.00
Estimated Actual Expenditures: $38,825.98
Material Difference: -$393.98
Explanation: The material difference was not significant.

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: Literacy

EHS administration will provide PD for teachers on how to incorporate appropriate strategies in all math courses.

Successes: In progress, Math training was provided virtually with a math coach throughout the year.

Challenges: Finding adequate time to adapt math strategies with training.

Action 1.2: Tutoring

Students identified as “at risk” or failing their Math courses will attend tutoring sessions with a credentialed teacher or a paraeducator.

Successes: Math Tutoring is offered each day after school to all students.

Challenges: Math Teacher scheduling for CORE subject focussed PD’s and teacher availability. How to promote student attendance.

Action 1.3: Parent Training Sessions

Provides parents with parent training opportunities in mathematical skills and content vocabulary building to support their students at home.

Successes: In process, a draft has been addressed that presents the baseline for parent training opportunities. Training assists parents with student Math growth.

Challenges: Parent participation and interest in training to help understand the Math growth process.

Action 1.4: Professional Development & Professional Learning Communities (PLC)

EHS administrators and teachers will conduct quarterly professional development focused on meeting the needs of English Language Learners, Students with disabilities, and Common Core State Standards. EHS will maintain a shared document where teachers will record best practices. Teachers will also share these practices at staff meetings/PLC and update shared documents.

Successes (a.):EHS admin has provided frequent PLC opportunities for teachers, focusing on meeting the needs of Math students, and students with disabilities.
Successes (b): Teachers have collaborated during staff meetings and PLC days to share strategies.

Challenges (a): Finding adequate time in a busy schedule for teachers to engage in PLC.

Challenges (b): Finding the strategies that work best for each Math teacher.

Action 1.5: Lesson Design and Progress Monitoring

Course plans (pacing/unit/lesson) will be aligned with the Common Core State Standards. School administrators and teachers will consistently benchmark student progress. Teachers in Math will be given consistent planning to support Math students in all courses.

Successes (a.): Schoolwide lesson plans and progress monitoring templates have been implemented addressing Math strategies.

Successes (b): Lesson plan submissions and Progress monitoring reports have been assigned addressing Math strategies.

Successes (c): Weekly ILT meetings supporting and planning to adapt Math strategies across the curriculum.

Challenges (a): Extensitivity of the content generated by teachers in the template.

Challenges (b): Lack of consistency in submitting lesson plans and progress monitoring reports

Challenges (c): Difficulty in adapting cross-curriculum instructional strategies.

Action 1.6: Support Data Analysis

With the support of internal experts and department chairs, teachers will utilize interim-based assessment data to drive future instruction to support students in mastery of content. Administration will facilitate and teachers will meet in grade-level PLCs to analyze student data, work samples, program data, and common assessment data to increase student achievement in Mathematics. With support of internal experts, teachers will utilize IXL to supplement appropriate state standard Math content to ensure student exposure and support in areas of identified growth and enrichment.

Successes (a.):Student assessment data is presented and analyzed during staff meetings and PLC sessions. Teachers use Math data results to facilitate targeted teaching

Successes (b): Admin provides opportunities for staff to meet and analyze data.

Successes (c): Teachers use IXL during PLC sessions to learn state standards to support student learning.

Challenges (a): Looking through data takes a large block of time that is often difficult to find. The challenge is finding enough time in this process.

Challenges (b): Facilitating meetings where objectives are clear.

Successes (c): Oversight to ensure that strategies learned from IXL are implemented by teachers.

Action 1.7: Purchasing NWEA Measures of Academic Progress Software and Professional Development

Purchase and acquisition 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. 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 promote greater academic growth in Math.

Successes (a.): Map growth software is used to generate and track student Math assessment results.

Successes (b): PLC meetings are dedicated to present and monitor the Math data to drive student success

Challenges (a): Lack of knowledge in navigating and reading data properly.

Challenges (b): Lack of training to properly adapt data results into instructional settings.

Action 1.8: Professional Development on CAASPP Summative & SBAC Interim Assessments

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. School staff will participate in professional development on SBAC interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth.

Successes (a.): Staff will participate in PD focused on reading CAASPP results from the state reporting system.

Successes (b): Staff will participate in PDs focused on reading SBAC results from the state reporting system.

Challenges (a): Collaborative integration of math CAASPP results.

Challenges (b): Collaborative integration of math SBAC results.

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: No additional changes were made to the planned goals that resulted from reflection on prior practice.

Changes to Metrics: No additional changes were made to the metrics that resulted from reflection on prior practice.

Changes to Desired Outcomes: No additional changes were made to the desired outcomes that resulted from reflection on prior practice.

Changes to Actions: No additional changes were made to the actions that resulted from reflection on prior practice.

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

Goal

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 2024–25
Suspension Rate	During the 2019-2020 school year, the suspension rate was at 19%. Due to covid, the 2020-2021 school year suspension rate was at 0%.	During the 2021-2022 school year, we had a 3.54% suspension rate.	During the 2022-2023 school year, we had an 11% suspension rate.	During the 2023-2024 school year, we had a 14.46% suspension rate.	10% suspension rate or less
Expulsion Rate	0% expulsion rate	The expulsion rate this year was 0.52%.	The expulsion rate this year was 0.83%.	The expulsion rate this year was .61%.	Maintain 0% expulsion rate
Increase Parent Participation and Engagement Around Student Self Advocacy and School Safety through parent and family Climate surveys.	The 2020-2021 school year survey participation was 40%.	31% of EHS families participated in our school climate survey.	21% of EHS families participated in our school climate survey.	58% of EHS families participated in our school climate survey.	100% of families will have the opportunity to share feedback on how they feel supported and heard by the school administration, teachers, and staff with an 80% response rate
Chronic Absenteeism	Chronic absenteeism during the 19-20 school year was 24%.	Chronic Absenteeism during the 2021-2022 school year was at 42.11%	Chronic Absenteeism during the 2022-2023 school year was at 50.87%	Chronic Absenteeism during the 2023-2024 school year was at 34.46%	20% chronic absenteeism rate or less

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: Chronic Absenteeism

The attendance committee will support families of students with chronic absences

Successes: Admin has made efforts to meet with parents whose students are chronically absent. Follow through the SART/SARB process and protocols.

Challenges: Getting into contact with parents whose students are chronically absent. These parents are difficult to get a hold of.

Action 3.2: Attendance Tracking & Communication

Parents will be notified of all absences via phone, text, mail, or email. Students with chronic absenteeism attendance will receive notifications (SART/SARB).

Successes: The school SIS generates daily communication to parents on student attendance.

Challenges: Occasionally, inaccurate information is sent out to parents due to attendance in classroom submissions.

Action 3.3: Mentorship for Teachers

Teachers will be offered mentorship opportunities with other EHS teachers. This mentorship will focus on classroom management, lesson delivery, and developing innovative teaching styles.

Successes: Teachers are scheduled with mentoring ELL workshop sessions to help develop the adaptation of ELL strategies within cross-curricular instruction.

Challenges: Teacher/trainer scheduling and consistency has been.

Action 3.4: Student Safety Survey

Students will receive surveys about school safety. Students would be prompted for open-ended responses for next steps to further elaborate on their perception of safety on campus.

S*uccesses*: Efforts are being made to provide students with a safety survey.

Challenges: Finding adequate questions to gather useful data on student safety.

Action 3.5: Parent & Educational Partners Engagement

100% of families will receive surveys about their perception of school support.

85% of Parents participate in parent nights.

95% of student families participate in Parent-teacher conferences

95% of at-risk students receive progress reports 4 times per year

95% of families receive report cards

95%of families with chronic absenteeism attendance receive notifications (SART/SARB)

95% of families are signed up on Google Classroom

95% of families feel that their school listens to their concerns

95% of families report they feel supported by their school

Successes: Parents are invited to family functions through our student success and family engagement department.

Challenges (a): Scheduling activities at times when parents are available to attend.

Challenges (b): Finding the right avenues to communicate with parents

Action 3.6: School Events

EHS will host 1 - 2 School events per month including events such as: Sporting Events, Food Delivery, Honor Roll Celebrations, Dances, and Parent Appreciation Event

Successes (a.): EHS has delivered multiple events to celebrate student achievements. These events include block parties and dances.

Challenges (b): Finding the proper time during the instructional day to schedule events.

Action 3.7: Positive Behavior Intervention and Support (PBIS)

EHS will use a clearly defined behavior metric to support the currently lower suspension rates; in addition to creating new restorative justice measures such as mentorship programs and the implementation of the PBIS program

Successes (a.): PBIS interventions have been implemented in the program.

Challenges (b): Consistency with using defined behavior metrics in discipline.

Action 3.8: Training for Staff

Funding will be provided for staff to engage in training in Social, Emotional Learning certifications

Successes (a.): Securing funding to provide staff with access to Social and Emotional Learning (SEL) training and certifications.

Challenges (a): To generate a more effective schedule system for teacher training and consistency.

Challenges (b): Time constraints, varying skill levels, and ensuring consistent implementation remain.

Action 3.9: Cross-curricular projects for SEL

Projects will be implemented that focus on Social and Emotional Skills as Career Readiness Skills.

Successes (a.): Mentoring opportunities were equipped with skills to create a supportive and emotionally intelligent environment, enhancing the overall well-being and performance of our community.

Challenges (b): Ensuring consistent and effective implementation across all stakeholders amongst their varying skill levels and busy schedules.

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.

Action 3.1: Chronic Absenteeism

Budgeted Expenditures: $17,850.00

Estimated Actual Expenditures: $20,584.10

Material Difference: -$2,734.10

Explanation:. The material difference was not significant.

Action 3.2: Attendance Tracking & Communication

Budgeted Expenditures: $25,000.00

Estimated Actual Expenditures: $8,269.21

Material Difference: $16,730.79

Explanation: The material difference is significant due to this year’s pilot of a new attendance tracking and communication system. During the 24-25 school year expenditures will increase to the full implementation of the system.

Action 3.3: Mentorship for Teachers

Budgeted Expenditures: $33,000.00

Estimated Actual Expenditures: $32,122.71

Material Difference: $9,877.29

Explanation: The material difference is insignificant.

Action 3.4: Student Safety Survey

Budgeted Expenditures: $10,000.00

Estimated Actual Expenditures: $4,600.00

Material Difference: $5,400.00

Explanation: The material difference was not significant.

Action 3.5: Parent & Educational Partners Engagement

Budgeted Expenditures: $39,500.00

Estimated Actual Expenditures: $63,523.00

Material Difference: -$24,023.00

Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 3.6: School Events

Budgeted Expenditures: $68,000.00

Estimated Actual Expenditures: $174,731.21

Material Difference: -$106,731.21

Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 3.7: Positive Behavior Intervention and Support (PBIS)

Budgeted Expenditures: $46,250.00

Estimated Actual Expenditures: $109,343.70

Material Difference: -$63,093.70

Explanation: The material difference was significant due to the actual expenditures exceeding 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 3.1: Chronic Absenteeism

Analysis: This was effective as the chronic absenteeism rate decreased as the year went along. However, we did not meet our desired outcome of 10%. The rate also increased by almost 8% from the prior year. We believe that this is due to challenges taking attendance of students who are on independent study.

Action 3.2: Attendance Tracking & Communication

Analysis: This was effective once we made the change in the attendance clerk. The new attendance clerk was able to monitor attendance effectively as the prior attendance clerk was not able to. Attendance increased after SART and SARB notification letters were sent out consistently.

Action 3.3: Mentorship for Teachers

Analysis: This was somewhat effective. The University of Redlands resident excelled as he and his mentor were a good match. In order to pair teachers for optimum growth, we will be evaluating their strengths and opportunities during our summer institute. Next school year we will have department leads that have volunteered to be mentors for our incoming and less experienced teachers.

Action 3.4: Student Safety Survey

Analysis: This was somewhat effective as it provided the school site and the organization with important information regarding students' social-emotional status and how safe they feel on campus. This information provided administration and school officials to address student concerns during summer planning. However, we did not get our desired survey participation rate.

Action 3.5: Parent & Educational Partners Engagement

Analysis: This was effective. There was great parent participation in all of the informational nights. Parents were provided with multiple opportunities to learn about the school and were provided with training and postsecondary information. As a result of parents being more informed they were able to help their students earn more scholarships and college acceptances increased from the prior year.

Action 3.6: School Events

Analysis: This was effective as it helped create a positive school culture with parents, staff and students, and our industry partners. We had an increase in students participating in sports and other school events such as homecoming and prom. The entrepreneurial expo led to an

increase in participation with industry partners as they set up information tables and hired our students for internships and part-time positions.

Action 3.7: Positive Behavior Intervention and Support (PBIS)

Analysis: This was somewhat effective. We shifted the focus of PBIS rewards to providing students with the opportunity to use the Panther Den. Students were scheduled to use the Panther Den during the day. This was a positive intervention; however, the freshman did not have this opportunity. This next school year administration will revisit the policy with regard to the freshman.

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: No additional changes were made to the planned goals that resulted from reflection on prior practice.

Changes to Metrics: No additional changes were made to the metrics that resulted from reflection on prior practice.

Changes to Desired Outcomes: No additional changes were made to the desired outcomes that resulted from reflection on prior practice.

Changes to Actions: No additional changes were made to the actions that resulted from reflection on prior practice.

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

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

An explanation of why the LEA has developed this goal.

During the COVID-19 pandemic, we realized that cultivating a community that engages in the promotion and values academic achievement, character development, safe learning environments and resources results in increased student performance.We continually strive to increase our community engagement. This year we have had multiple community sponsored events for our students that ranged from guest speakers to workshops. Our community plays an important role in the development of our students and overall school program. We have also provided resources for parents to help their students achieve academic success, through virtual family nights, and parent workshops. In addition, we know that research shows that the more support students receive from the variety of adult role models in their lives the better their outcomes will be.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTC credentials, Candidate Background	100% of teachers are fully credentialed	100% of our teachers are fully credentialed	100% of our teachers are fully credentialed	100% of our teachers are fully credentialed.	Maintain 100% fully credentialed teachers.
Teacher Assignments	0% of teachers are misassigned	0% of teachers are misassigned	0% of our teachers are misassigned	0% of our teachers are misassigned	Maintain 0% mis-assigned teachers
Educational Partners Survey	30% of educational partners understand mission and vision of RJA	50% of educational partners understand the mission and vision of RJA	50% of educational partners understand the mission and vision of RJA	65% of educational partners understand the mission and vision of RJA	100% of educational partners have been informed/understand the mission and vision of RJA/School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Educational partners Engagement	50% of educational partners groups are represented on school councils	50% of educational partners groups were represented on school councils	75% of educational partners groups were represented on school councils	50% of educational partners groups were represented on school councils	75% of educational partners groups (teacher, staff, families, community) are represented on School Councils
Graduation/ Transition/College/ & Career Plans	70% of students have completed graduation plans	80% of students have completed graduation plans	100% of students have completed graduation plans	100% of students have completed graduation plans	100% of EHS students will have completed a formal graduation plan meeting to identify their goals and next steps after graduation.

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

Action 4.1: Recruiting & Hiring Teachers and Teacher Assignment

eHigh will ensure the hiring process is thorough and complete by engaging candidates in a multi-step hiring process, including interviews and mock lessons.eHigh will ensure teachers are assigned according to their credentials, degree(s), experience, and expertise.

Successes: EHS has used a thorough process to recruit and hire quality teachers.

Challenges: Teachers have been assigned subjects to teach based on their qualifications.

Successes: Finding quality teachers, particularly in the areas of Math and Science has been challenging.

Successes: Teachers are not always likely to be assigned their preferred subjects.

Action 4.2: 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

Successes: Assist with opportunities that facilitate the process of a clear credential by providing multiple teaching opportunities. EHS also provides internship programs opportunities.

Challenges: Teacher retention based on the need of the school and teacher subject matter.

Action 4.3: Parent & Community Committees/Councils

Educational partners groups (teacher, staff, families, community) are represented on the Solutions team committees.

educational partners understand the mission and vision of RJA/School

Successes: EHS has provided informational meetings such as ELLAC, AAPAC, SSC meetings to engage all stockholders into the school's mission and vision as well as the learning culture of the school.

Challenges: Consistency with parent participation in engagement and generating solutions for effective school culture.

Action 4.4: Parent & Educational Partners Engagement

85% of Parents participate in parent nights.

95% of student families participate in Parent-teacher conferences

95% of at-risk students receive progress reports 4 times per year

95% of families receive report cards

95%of families with chronic absenteeism attendance receive notifications (SART/SARB)

95% of families are signed up on Class Dojo

95% of families feel that their school listens to their concerns

95% of families report they feel supported by their school

95% of families feel like their school administrators are approachable and caring

Performance data is shared with all educational partners 70% of educational partners provide feedback on instructional decisions

Successes (b):EHS has provided informational meetings such as ELAC, AAPAC, SSC meetings to engage all stockholders into the school's mission and vision as well as the learning culture of the school.The also facilitated CTE Advisory committee meetings twice a year.

Students and parents have been actively engaged in the school, seeing that positive changes are being made.
Challenges (a): Consistency with parent participation in engagement and generating solutions for effective school culture.

Action 4.5: RJA/School Mission and Vision
Visual representation on campus and website of the mission and vision of RJA/School and communicated through various outlets.
Successes (a.): School campus is layered with visual representations of the school's mission and vision. The mission and vision of the school is communicated via various outlets.

Challenges (a): Finding new ways to implement vision goals into the school program.

Action 4.6: PowerSchool

a. School Administration and teachers will consistently update student progress.

b. Parents will participate in PowerSchool training

c. Parents will utilize the parent portal to review student academic progress

Successes (a.): Administration and teachers work together cross-referencing and updating information in powerschools.

Successes (b): The front office emails parents with guidelines and information on how to navigate through powerschools.

Successes (c): Parents are encouraged to utilize the parent portal m by weekly posts in communication applications such as parentsquare.

Challenges (a): Lack of communication when changes are made to student files in PowerSchool.

Challenges (b): Consistency on updates made in PowerSchool.

Successes (c): Updating parent communication to encourage usage of the PowerSchool parent portal.

Action 4.7:College & Career Preparation Alternative Learning Days

a. Students will annually participate in graduation plan meetings to understand their goals and next steps.

b. Parents will annually participate in college and career readiness and update sessions with school staff

Successes (a.): Graduation plan meetings have been going on throughout the semester.

Successes (b): eLearning days occur every third week throughout the school year to provide students with additional learning opportunities.

Challenges (a): Motivating students who are far behind to finish their credit recovery classes, and complete all requirements for graduation.

Challenges (b): Holding students accountable to using the eLearning days productively.

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: Recruiting & Hiring Teachers / Teacher Assignment
Budgeted Expenditures: $25,682.00
Estimated Actual Expenditures: $29,096.86
Material Difference: -$3,414.86
Explanation: The material difference was not significant.

Action 4.2: Teacher Induction Program
Budgeted Expenditures: $125,000.00
Estimated Actual Expenditures: $143,766.64
Material Difference: -$18,766.64
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 4.3: Parent & Community Committees/Councils
Budgeted Expenditures: $18,344.00
Estimated Actual Expenditures: $10,287.74
Material Difference: $8,056.26
Explanation: The material difference was not significant.

Action 4.4: Parent & Educational Partners Engagement
Budgeted Expenditures: $36,000.00
Estimated Actual Expenditures: $51,461.69
Material Difference: -$15,461.69
Explanation: The material difference was significant due to the actual expenditures exceeding the budget expenditures.

Action 4.5: RJA/School Mission and Vision
Budgeted Expenditures: $15,623.00
Estimated Actual Expenditures: $8,011.16
Material Difference: $7,611.84
Explanation: The material difference was not significant.

Action 4.6: Powerschool
Budgeted Expenditures: $67,142.00
Estimated Actual Expenditures: $57,385.18
Material Difference: $10,756.82
Explanation: The material difference is insignificant.

Action 4.7: College & Career Preparation / Alternative Learning Days
Budgeted Expenditures: $185,348.00
Estimated Actual Expenditures: $51,134.34
Material Difference: $134,213.66
Explanation: The material difference is significant due to a reduction in college site visits. Several recruiters participated in career and college expo activities on campus during the school year. The school anticipates more college visits and field trips during the 24-25 school year which will provide great alignment in 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: Recruiting & Hiring Teachers and Teacher Assignment

Analysis: This was effective as we were able to fill our teaching positions and teachers were assigned to positions that aligned with their credentials.

Action 4.2: Teacher Induction Program

Analysis: This was effective as we had 8 teachers complete the induction program. Our partnership with the University of Redlands was also effective as our teachers' residents for this school year will now transition to full time positions this upcoming school year.

Action 4.3: Parent & Community Committees/Councils

Local Control and Accountability Plan TemplatePaAn 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.

Action 4.4: Parent & Educational Partners Engagement

Analysis: This was effective as we were able to provide our parents and educational partners with multiple opportunities to engage with the school. During school events we had a large number of parents in attendance.

Action 4.5: RJA/School Mission and Vision
Analysis: This was effective as we were able to share our mission and vision with all of our partners.

Action 4.6: PowerSchool

Analysis: This was effective as we were able to help our parents access PowerSchool and all of the available tools.

Action 4.7:College & Career Preparation Alternative Learning Days

Analysis: This was effective as we were able to provide our students with opportunities to go on college tours, participate in job shadowing and business tours. We were also able to provide them with internships and externships.

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: No additional changes were made to the planned goals that resulted from reflection on prior practice.

Changes to Metrics: No additional changes were made to the metrics that resulted from reflection on prior practice.

Changes to Desired Outcomes: No additional changes were made to the desired outcomes that resulted from reflection on prior practice.

Changes to Actions: No additional changes were made to the actions that resulted from reflection on prior practice.

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

Goal #5

Goal #	Description
Goal #5	***Entrepreneur High San Bernardino 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

An explanation of why the LEA has developed this goal.

The California School Dashboard Equity Report includes the state indicator College/Career and we must measure the degree to which our course offerings are preparing students for their future college and career goals. The RJA mission and vision also indicates that we need to focus on academic excellence for all students and prepare them with the necessary skills to be 21st century global citizens.

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	New metric was added during Year 2 (2022-2023)	New metric was added during Year 2 (2022-2023)	This year, we have 2 pathways articulated with a college credit course.	1 course in each pathway has been submitted in March 2024 and pending approval. 1 course per active pathway will be approved by April 2024.	1 course in each pathway is articulated to ensure students receive college credit when completing CTE pathways.
% rate of CTE completers upon graduation	New metric was added during Year 2 (2022-2023)	New metric was added during Year 2 (2022-2023)	Reflecting on SY 21-22, we had 35.85% of students who were CTE completers.	Reflecting on SY 21-22, we had 57% of students who were CTE completers.	90% of all graduating students are CTE completers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Industry recognized credentials	New metric was added during Year 2 (2022-2023)	New metric was added during Year 2 (2022-2023)	28.30% of students have obtained an industry recognized credential.	38% of students have obtained an industry recognized credential.	55% 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)	63.40% of students participated in internships or externships sy 22-23.	159 students out of 216 or 73.61% of students are participating in externship, internships, or accelerator program in Sy 23-24.	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: CTE Course Articulation for College Credit

overview….

Successes:

Challenges:

Action 5.2: Rate of CTE Completers upon graduation

overview….

Successes:

Challenges:

Action 5.3: Industry Recognized Credentials

overview….

Successes:

Challenges:

Action 5.4: Industry-related experience

overview….

Successes:

Challenges:

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:$27,500.00
Estimated Actual Expenditures:
Material Difference:
Explanation:

Action 5.2: Professional Development
Budgeted Expenditures: $50,000.00
Estimated Actual Expenditures:
Material Difference:
Explanation:

Action 5.3: Equipment for CTE courses and internships
Budgeted Expenditures: $24,500.00
Estimated Actual Expenditures:

Material Difference:
Explanation:

Action 5.4: Community and Partner Collaboration
Budgeted Expenditures: $35,000.00
Estimated Actual Expenditures:
Material Difference:
Explanation:

An explanation of how effective the specific actions were in making progress toward the goal.

Action 5.1: Curriculum and Certification

Effectiveness: This action has effectively established a robust curriculum that aligns with industry certifications, enhancing students' employability upon completion. The purchase and implementation of industry-related curricula significantly increased the relevance and applicability of the courses offered. However, delays in articulation agreements with community colleges have been a bottleneck, slowing down the realization of this action's full potential.

Impact on Goal: Positive impact on aligning CTE courses with industry standards, though the full impact on college readiness is pending due to the articulation delays.

Action 5.2: Professional Development

Effectiveness: The provision of professional development has been effective to a degree. Covering costs through grants has been advantageous, allowing the program to allocate resources elsewhere. However, the limited scope of recipients, primarily CTE teachers, and the lack of certificated counselors and administrative staff inclusion in these opportunities have missed a chance to enhance comprehensive understanding and support for CTE pathways across the school's staff.

Impact on Goal: Moderately effective in enhancing teacher capabilities but less effective in creating a school-wide culture informed about and supportive of CTE pathways.

Action 5.3: Equipment for CTE Courses and Internships

Effectiveness: This action has proven effective in upgrading the facilities and equipment to industry standards, crucial for the hands-on learning that characterizes effective CTE programs. Despite initial delays in equipment delivery and installation, which caused disruptions in course implementation, the quality and relevance of the equipment purchased have significantly enhanced the learning environment.

Impact on Goal: Highly effective in improving the quality of technical education and ensuring that students have access to the necessary tools to gain practical skills relevant to the industry.

Action 5.4: Community and Partner Collaboration

Effectiveness: Establishing and maintaining partnerships with local businesses and industry has been notably successful. These partnerships have facilitated numerous internships and externships, providing students valuable real-world experience. The engagement with

local chambers of commerce has broadened the program's network, although financial support and timing for externships through the Department of Rehabilitation were less than optimal.

Impact on Goal: Very effective in expanding real-world learning opportunities for students, though some aspects of partnership management could be improved for more timely student placements and financial support.

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: No changes were made.

Changes to Metrics: No changes were made.

Changes to Desired Outcomes: Our CTE outcomes are better aligned with our metrics and goal in order to better represent the success of our current CTE program each year.

Changes to Actions: No changes were made.

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 San Bernardino	Sheldon Parris, Principal	s.parris@realjourney.org 909-888-8458

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.

Entrepreneur High School San Bernardino provides the inland empire and the Highland community's youth with an innovative education that prepares them for college and the real world. Empowering students to become lifelong learners and leaders in high-demand industries through personalized career training and college-prep curriculum with integrated entrepreneurial skills. Entrepreneur High School San Bernardino is committed to offering an innovative and dynamic educational experience that equips students with the skills and knowledge needed to thrive in both higher education, entrepreneurship and the workforce. We believe in providing our students with a comprehensive education that combines rigorous academic coursework with practical business and career training.

Academic Programs:

At Entrepreneur High School, students have the opportunity to choose from a variety of career training pathways in high-demand industries to foster their entrepreneurial skills, including:

Culinary

Digital Video Production

Software and IT Systems

Entrepreneurship and Sales

Teacher Education Pathway

Our students engage in hands-on learning experiences that allow them to explore their interests, develop valuable skills, and gain real-world experience in their chosen field. Through a college-prep curriculum, students are prepared academically for post-secondary education while also gaining practical knowledge and skills relevant to their chosen career pathway.

At Entrepreneur High School, we believe in empowering students to take ownership of their education and career goals. Through personalized career exploration and guidance, students are encouraged to research academic and professional areas that align with their interests and talents. Our comprehensive approach to career development helps students identify how their skills and passions can be applied to meet the evolving market trends and demands of our community and beyond.

Upon graduation, students of Entrepreneur High School are fully prepared to pursue higher education, start their own businesses, or enter the workforce with confidence. Our graduates possess a unique blend of academic knowledge, technical skills, and entrepreneurial mindset that sets them apart in today's competitive job market.

Total Enrollment :524

Female: 256

Male: 267

Non-Binary: 1

Ethnicity/Race:

American Indian or Alaska Native: 1

Asian: 2

Native Hawaiian/Other Pacific Islander: 2

Filipino: 3

Black or African American: 102

White: 29

Hispanic/Latino: 374

Multi: 11

Special Programs:

English Language Learners (ELL): 61

Special Education (SPED): 86

Reflections: Annual Performance

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

Our school's latest performance data reveals several important insights into student outcomes across different subjects and metrics. This analysis covers English Language Arts (ELA), Mathematics, English Learner Progress, and College/Career readiness.

English Language Arts (ELA) - The performance in English Language Arts is categorized as Orange, indicating that students are performing 37.6 points below the standard. Over the recent assessment period, there has been a decline of 14.3 points. This suggests that our current strategies will need reevaluation to support students more effectively in ELA.

Equity Report:

0 student groups in Red

2 student groups in Orange

0 student groups in Yellow, Green, or Blue

Mathematics - The performance in mathematics performance is in the Red category, with students 146.5 points below the standard. The data shows a decline of 10.1 points. This significant gap underscores an urgent need for targeted interventions and resource allocation to improve mathematical understanding and proficiency.

Equity Report:

2 student groups in Red

0 student groups in Orange, Yellow, Green, or Blue

English Learner Progress - For English Learner Progress, the performance is also categorized as Red, with only 17.3% of students making progress. There has been a 15.4% decline in this area. These results highlight the critical need for enhanced language support programs and tailored instructional strategies to better serve our English learners.

Equity Report:

2 student groups in Red

0 student groups in Orange, Yellow, Green, or Blue

College/Career Readiness - In contrast to the other areas, the College/Career readiness metric shows more positive outcomes, categorized as High. 64.8% of students are prepared for post-secondary success. This is an encouraging sign, indicating that our college and career readiness programs are effective.

Equity Report:

0 student groups in Very Low or Low

1 student group in Medium

1 student group in High

1 student group in Very High

The data highlights critical areas that require immediate attention, particularly in Mathematics and English Learner Progress. Our focus will be on developing and implementing strategic interventions to address these declines. Conversely, the positive results in College/Career readiness indicate successful strategies that we can analyze and potentially apply to other areas.

Moving forward, our school will:

1. Reevaluate and enhance ELA and Math curricula with a focus on improving student engagement and understanding.
2. Increase support for English learners through dedicated programs and resources aimed at boosting language acquisition and academic performance.
3. Continue to build on successful College/Career readiness initiatives while identifying factors contributing to this success and applying them where possible in other subjects.

By addressing these areas with targeted strategies, we aim to improve overall student performance and close existing achievement gaps.

Reflections: Technical Assistance

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

The school has embarked on a comprehensive journey towards improvement, anchored in inclusive stakeholder engagement, data-driven decision-making, and targeted intervention strategies. Here's a summary of the work underway as part of technical assistance:

Stakeholder Engagement: The school has actively involved various stakeholders, including parents, staff, students, home office directors and the assistant superintendent in the development of the Differentiated Assistance (DA) Support Plan. Feedback and recommendations collected from surveys, School Site Council meetings, African American Parent Advisory Meetings, and English Language Parent Advisory Council Meetings have also been instrumental in shaping the plan.

Focus Group Identification: A focus group identified areas of improvement based on the CA Dashboard and will support school-wide efforts for the next two years. A plan developed by school community partners, supported by the San Bernardino County Office of Education, will guide interventions and initiatives for this group.

Data-Driven Approach: The school administration conducted empathy interviews to gain a deeper understanding of the true needs for improvement. Needs assessments, both qualitative and quantitative, were utilized to identify educational needs, professional practice gaps, and barriers to the target audience. Strategies outlined in "Grading For Equity" by Joe Feldman were adopted, providing a framework for prioritizing action steps within the DA plan.

Addressing Reading and Mathematics: There's a concerted effort to address students who are below grade level in reading and math. The DA plan focuses on supporting students' ability to read at or above grade level and incorporating pedagogical strategies that enhance mathematical practices and conceptual learning.

Professional Development and Resource Equity: The school reviewed the 10 Dimensions of Education Resource Equity to identify resource inequities. The DA plan specifically addresses Student Supports & Interventions and Teaching Quality & Diversity. Professional development opportunities for teachers are provided to enhance their ability to meet students' diverse needs and improve student achievement using data. Additional tutoring opportunities and counseling staff have been added to provide social-emotional learning and support for students.

Entrepreneur High School San Bernardino's approach demonstrates a commitment to leveraging data and collaborative efforts to improve teaching and learning outcomes, particularly in the areas of reading and mathematics, while addressing resource inequities and supporting the holistic development of students.

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.

Entrepreneur High School San Bernardino

Support for Identified Schools

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

Entrepreneur High School San Bernardino is committed to supporting and implementing comprehensive support and improvement (CSI) plans. This process is integral to ensuring that the school will meet the educational needs of their students and achieve high levels of academic performance.

San Bernardino County Superintendent of Schools is integrating Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) processes to better support Entrepreneur High School San Bernardino in meeting both requirements and improving student outcomes. As their designated point of contact for both DA and CSI, SBCSS will support aligning efforts to maximize the impact of technical assistance and continuous improvement initiatives.

Collaborative Planning and Stakeholder Engagement

In addition to the scheduled sessions and ongoing support, Entrepreneur High School San Bernardino will explore opportunities for collecting Street Data to gain a holistic view of student outcomes. This proactive approach will facilitate informed decision-making and targeted interventions to address student needs effectively. Entrepreneur High School San Bernardino is actively engaged in leveraging technical assistance and professional learning opportunities to enhance our continuous improvement efforts. Using various surveys including those collected during School Site Council meetings, African American Parent Advisory Meetings and English Language Parent Advisory Council Meetings, parents and other educational partners provided recommendations and suggestions to help develop the CSI plan. The staff and students were also surveyed on what areas of focus should be included and developed within the plan.The school administration also conducted empathy interviews to understand the true needs for improvement and used this data to prioritize the actions steps within the CSI plan.

Needs Assessment and Data Analysis

The needs assessments provided both qualitative and quantitative data. The needs assessment included a review of the data from the CAASPP, NWEA and SBAC Interim Assessments and Parent/Student/Staff surveys. From these results there was a profound need to support the academic development of our diverse student groups and social emotional learning of students.

Entrepreneur High School San Bernardino adopted and modified what Bambrick-Santoyo (2016) explained in his text Get Better Faster. Using this model provided time to plan how the data collected from the needs assessment would shape the CSI plan. The LEA focused on the follow elements:

-Identifying the educational needs, professional practice gaps, and or barriers to our target audience.

-Sharpening a program's priority-based strategic improvement plan.

-Refining learning objectives that are specific to the goals of an activity.

Using these guardrails allows for the plan to engage all our partners with a specific path for measuring, monitoring and refining our practices.

In response to the data the leadership team has integrated evidenced based interventions which have been added to the plan. Entrepreneur High School San Bernardino will also continue the use of Success for All to support the implementation of the CSI plan. Success for All is a evidenced based approach supported by John Hopkins University to focus on strengthening the academic growth of students in English Language Arts using solutions teams. For more than three decades, Success for All has helped children to read, learn and succeed through our cooperative learning strategies and proven, research-based programs. The school will also continue the use of the SWUN Math program we started using last year, but will be expanding the amount of time our students engage in math activities. Most importantly, Entrepreneur High School San Bernardino will be returning to the emphasis on Small-Group Instruction where teachers focus on working with small groups designed to accelerate student learning at their own pace.

The school will also implement the following evidence based learning strategies and interventions:

-The school has had in place an immersion approach to English Learner (EL) programming; but, is now integrating, for the first time,dedicated English Learner (EL) support personnel. The EL program will also be supported by a full-time EL Learning Specialist who will oversee implementation, as well as provide professional development to the teaching staff and direct support to students.

-To better support students who need more intensive supports, we will put in place enhanced Multi-Tiered Systems of Support (MTSS) through enhanced and expanded Counseling Programs; extended Tutoring Services to support students; and, utilizing data more effectively to include an enhanced an Early Warning system that will allow us to put student supports in place early as issues are discovered. The school will also offer an MTSS Learning Period to offer remedial support for students who need extra support; and, enhanced enrichment programing for gifted and high achieving students.

Administrators meet with staff and upper administration to determine school performance on a rubric. This data then is presented to the school team in Solutions Teams, where changes to programs and solutions to problems are discussed and implemented. Quarterly reports are created around goals and shared with the school team for evaluation.

In addition, administrators participate in Performance Management meetings every three weeks, where all aspects of school achievement are reviewed, tasks assigned and reported on and resources assigned.

Entrepreneur High School San Bernardino completed a significant Resource Inequities Review. The goal of a Resource Inequities Review is as follows:

-To ensure that all students have equitable support and access to various resources such as programs, rigorous curriculum, interventions, effective teachers, etc., such that all students can achieve at high levels. To achieve this goal, Entrepreneur High School San Bernardino regards the Resource Inequities Review process as the application of an equity lens during the comprehensive needs assessment.

-Through the needs assessment we discovered seven areas of focus to ensure we are addressing any possible inequities as a school leadership team. Our school committed to using communication, community, compassion, collaboration, conflict, centering success and centering self-reflection as areas of deep introspection in selected vendors, community partners and curricular material.

-Entrepreneur High School San Bernardino uses four prompts to determine if any identifiable inequities exist and determines actions and strategies that will address any that arise. The school also provides reflection questions that cover a range of areas where inequities may exist to support school teams as they seek to identify ways in which resources may or may not be used equitably.

During the Resource Inequities Review, the school identified a substantial finding in teacher quality due to a lack of experience. Several teachers have less than three years of experience in the field and will require specific and targeted professional development addressed in our plan and LCAP goals.

Professional Development and Capacity Building

Recognizing the importance of effective implementation, Entrepreneur High School San Bernardino provides targeted professional development for school staff. This includes training on data-driven instruction, differentiated teaching strategies, and effective intervention programs. By building the capacity of educators, Entrepreneur High School San Bernardino ensures that schools are equipped to execute their CSI plans successfully.

Resource Allocation and Support

The LEA allocates necessary resources to support the implementation of CSI plans. This includes funding for additional instructional materials, hiring specialized staff, and implementing new technologies. Entrepreneur High School San Bernardino also provides ongoing technical assistance to help schools navigate any challenges they encounter during implementation.

Monitoring and Accountability

To ensure continuous improvement, Entrepreneur High School San Bernardino establishes a robust monitoring system to track the progress of each school's CSI plan. Regular progress reports and site visits help identify areas where additional support may be needed. This ongoing evaluation allows for timely adjustments to the plans and ensures accountability for meeting improvement goals.

Community and Family Engagement/Educational Partners

Entrepreneur High School San Bernardino emphasizes the importance of engaging families and the broader community in the improvement process. This involves regular communication about the goals and progress of the CSI plans, as well as opportunities for community members to participate in school activities and decision-making processes.

Celebrating Successes and Sharing Best Practices

As schools make progress, Entrepreneur High School San Bernardino celebrates their successes and shares best practices across the district. This fosters a culture of continuous improvement and collaboration, encouraging all schools to learn from each other and strive for excellence.

By providing comprehensive support in these areas, Entrepreneur High School San Bernardino ensures that each eligible school is well-positioned to develop and implement effective support and improvement plans. This collaborative, resource-rich approach is essential for fostering academic success and ensuring that all students reach their full potential.

Monitoring and Evaluating Effectiveness

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

Entrepreneur High School San Bernardino has developed a comprehensive plan to monitor and evaluate initiatives aimed at supporting student and school improvement. Central to this plan is the establishment of clear metrics, regular data collection, and ongoing assessment to measure progress and identify areas for refinement.

The following outlines key components of the monitoring and evaluation process:

Establishment of Metrics:
The LEA has identified specific metrics aligned with its goals for student and school improvement. These metrics encompass various aspects of academic achievement, character development, school climate, parent and community engagement, and access to resources. By defining clear metrics, the LEA ensures that progress can be effectively tracked and evaluated over time.

Regular Data Collection:
Entrepreneur High School San Bernardino is committed to regular data collection to monitor progress towards its goals. This includes the collection of both quantitative and qualitative data through various means such as standardized assessments, surveys, observations, and

Education Partner Group feedback. Data collection occurs at regular intervals throughout the academic year to provide ongoing insights into the effectiveness of initiatives and identify any emerging trends or challenges.

Ongoing Analysis and Evaluation:
The LEA conducts thorough analysis and evaluation of collected data to assess the impact of implemented strategies and interventions. This involves examining trends, comparing current data with baseline measures, and identifying areas of success as well as areas needing improvement. Through ongoing evaluation, the LEA can make informed decisions about the allocation of resources and the adjustment of strategies to better support student and school improvement.

Education Partner Group Engagement:
Entrepreneur High School San Bernardino actively involves Education Partner Groups, including teachers, administrators, parents, students, and community members, in the monitoring and evaluation process. Education Partner Group feedback is solicited through surveys, focus groups, and advisory committees to gather diverse perspectives and ensure that evaluation efforts are comprehensive and inclusive.

Continuous Improvement:
The LEA is committed to a culture of continuous improvement, where findings from the monitoring and evaluation process inform strategic decision-making and program refinement. Based on identified strengths and areas for growth, the LEA adjusts interventions, allocates resources strategically, and develops action plans to address areas needing improvement.

Entrepreneur High School San Bernardino has implemented a robust monitoring and evaluation plan to support student and school improvement. Through the systematic collection and analysis of data, ongoing Education Partner Group engagement, and a commitment to continuous improvement, the LEA ensures that its initiatives are effective in promoting positive outcomes for students and advancing the overall success of the school.

In developing our CSI plan for Entrepreneur High School San Bernardino, we took into consideration the feedback that we received from our school committees, individual parents, students, teachers and other community partners. From this feedback we found that many of the concerns and challenges for Entrepreneur High School San Bernardino were addressed in our Leading for Success Accountability plan.

These concerns were primarily around:
-Attendance
-Reading Proficiency
-Math Proficiency
-School Cooperation and Culture

-Parent engagement in the school
-Education Interventions
-Community Partnerships to bring resources to students
-Bullying

To address this we have created seven solutions committees to address these issues:
-Reading Intervention
-Tutoring
-Attendance
-Community Connections
-Cooperative Culture
-Intervention
-Parent and Family involvement

On a quarterly basis, school leadership (administration and staff) meet to determine the effectiveness of the CSI plan using the created action plan through the SFA quarterly report. Using the rubric, the school will determine the level of mastery of the goal or the ineffectiveness of action steps. Using these findings the school will determine if student outcomes are improving.

The continuous improvement model the LEA implements is called Leading for Success. Leading for Success is a collaborative leadership system that brings school staff together to focus everyone's efforts on success for every child.

Teachers, school leaders, and support staff work together to:
-assess current status
-set annual and quarterly goals for growth
-identify measurable targets for short-term improvement
-make a detailed action plan to ensure achievement of those targets
-review progress quarterly
-celebrate targets met
-plan the next steps for continuous improvement

In addition:
-Administration will engage in performance management meetings every three weeks throughout the year to review progress with organization leaders, to ensure alignment of resources and vision is consistent with all partners.

-Site leaders and staff will meet with SFA representatives for evaluation and coaching in the Leading for Success process.

Through this process we will share with our community partners and families our success and challenges through meetings, events, newsletters and continue to invite their participation, identifying new challenges, and evaluating our progress towards goals. In all we do, we seek to have this process continue to reflect our communities values, goals, and expectations for their students.

Engaging Educational Partners

Throughout the year we acquired feedback from multiple educational partners. Each month, we held School Site Council, African American Parent Advisory Committee, and English Learning Advisory Council meetings to gather feedback from various educational partners. We also held monthly staff meetings to gather their input as well. At the summation of the school year, we assembled a three day steering committee consisting of teachers, administrators, and classified staff in order to analyze the trends found within each Education Partner Group group to present goals and action steps. After analyzing the feedback from each of the educational partners, trends in their ideas and input emerged. We intentionally used the input from these groups to guide our decisions in creating our goals and action steps for the LCAP. The goals and action steps chosen fully align with the feedback and trends found within our Education Partner Group groups.

Educational Partner(s)	Process for Engagement
School Site Council Parents, Teachers, Administration and Staff	When speaking with parents and teachers within the School Site Council, it was clear that parents supported the idea of bridging the gaps in achievement for students who are performing below grade level, and increasing student attendance, by bringing more awareness to families on the impact that missing school has on student learner outcomes. The parents within the group voiced the importance of continued rigorous instruction that aligned with California College and Career Readiness standards. It was important to these Education Partner Groups that we continue the work towards increasing student success through quality instruction that meets the needs of all students. The group was in support of the goals that we had in place for the current school year and also shared ideas on ways of bringing more awareness to families for next year to help with student success and the chronic absenteeism issue.
English Language Advisory Council (ELAC) Parents, Teachers and Staff	When speaking with the partners involved in ELAC meetings, some trends noticed included incorporating bilingual reading materials into the classroom, as well as in the resources sent home. The committee seeked educational partners engagement through survey, Parent Square App, parent newsletter, phone calls, and emails. Monthly meetings are held to collaborate with partners in support of English learners and their education.

African American Parent Advisory Council (AAPAC) Teachers, Parents and Staff	The African American Parent Advisory Committee (AAPAC) is responsible for advising school administration on services, programs, activities and instructional practices that are needed to support the growth and achievement of African American students at Entrepreneur High School San Bernardino. It is the goal of AAPAC to 1) raise the level of awareness about culturally sensitive issues related to the education of African American students, 2) support a system of cultural acceptance, AND educational equity for all students, 3) provide the knowledge, skills and resources necessary to increase the engagement of parents, caregivers, and the community, 4) advocate, being the liaison of educational and cultural needs of students and families to staff and teachers, and 5) create parental, social, and cultural connections through collaborative events and forums. The committee solicits Education Partner Group engagement through survey, Parent Square App, email and phone calls. Monthly meetings are held to collaborate with Education Partner Groups encompassing all essential aspects in support of African American students and their education.
Students	By actively involving students in the LCAP writing process, Entrepreneur High School San Bernardino ensured that the plan reflects the needs, priorities, and aspirations of the student body, ultimately leading to more effective strategies for improving attendance, school culture and climate, and overall academic programming.
Schoolwide Solutions Teams Teachers and Staff	Solutions Teams comprised teachers and staff. Members of the Schoolwide Solutions Teams participate in Success Network meetings at the end of each grading period and serve on at least one of the five Solutions teams: • Attendance • Interventions • Parent and Family Involvement • Community Connections • Cooperative Culture Each team reflected on the needs of the students, families and school and developed targeted initiatives to address those areas, promote student success and improve family engagement.

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

At Entrepreneur High School San Bernardino, the adoption of the Local Control and Accountability Plan (LCAP) is a collaborative process deeply influenced by the valuable feedback provided by our educational partners. Throughout the year, we have actively engaged with multiple Education Partner Group groups to gather diverse perspectives and insights, ensuring that our LCAP reflects the needs and priorities of our entire school community.

Our engagement with Education Partner Groups begins with regular monthly meetings, including the School Site Council (SSC), the African American Parent Advisory Committee (AAPAC), and the English Learning Advisory Committee (ELAC). These meetings serve as platforms for open dialogue and collaboration, where parents and guardians share their experiences, concerns, and aspirations regarding academic and social needs. By actively soliciting input from these parent Education Partner Groups, we gain valuable insights into the unique challenges faced by our diverse student body and their families.

In addition to parent engagement, we prioritize the input of our dedicated staff members. Monthly staff meetings provide an opportunity for teachers, administrators, and support staff to contribute their perspectives on the academic and social dynamics within the school. Their firsthand experiences and observations enrich our understanding of student needs and inform the development of targeted interventions and support strategies. After gathering feedback from each Education Partner Group group, we meticulously analyze the data, identifying common themes, concerns, and priorities that emerge across the board. These trends in ideas and input serve as guiding principles in shaping the adopted LCAP. By recognizing patterns and areas of consensus among Education Partner Groups, we ensure that our LCAP reflects a collective vision for student success and well-being.

The student body was also included in the reviewing and revisions to our LCAP. Students in leadership positions with our ASB, internal business and other nonacademic councils also participated in providing feedback during their weekly and monthly meetings. The students proposed initiatives to promote inclusivity, diversity, and respect among students, such as cultural awareness workshops, anti-bullying campaigns, or student-led diversity clubs. Hearing the voices of our students gave the LCAP the life and depth which was needed to inspire change.

The influence of Education Partner Group feedback on the adopted LCAP is profound and tangible. It informs key decisions regarding resource allocation, programmatic initiatives, and support services, ensuring that our strategies are responsive to the evolving needs of our school community. By fostering a culture of collaboration and shared responsibility, we empower Education Partner Groups to actively participate in the continuous improvement of our educational programs and practices, ultimately enhancing outcomes for all students at Entrepreneur High School.

Survey results rendered the following data and our response:

Our students expressed a desire for more personalized learning experiences, particularly in Math and English Language Arts, as well as a strong interest in environmental initiatives. They also highlighted the need for enhanced mental health support. In response, we included goals to provide targeted instruction tailored to individual learning levels, integrate sustainability into the curriculum, and increase resources for mental health services.

Our teachers expressed the need for ongoing professional development, collaborative planning time, and robust data systems to inform instruction. As a result, we allocated resources for professional development on our instructional frameworks, scheduled regular collaborative planning sessions, and enhanced our data systems to better track student progress and inform instructional adjustments.

Our administrators expressed a focus on equity and inclusion, the importance of accountability through measurable outcomes, and the better integration of technology in teaching and learning. We responded by establishing specific goals and metrics to monitor equity and inclusion, developing clear, measurable goals to track progress, and investing in technology integration to prepare students for the digital age.

Our parents expressed concerns about maintaining academic rigor, the importance of a well-rounded education that includes social-emotional learning and environmental responsibility, and the need for regular and transparent communication. In response, we committed to maintaining high academic standards, incorporated goals for holistic education, and improved our communication channels to provide regular updates on student progress and school initiatives.

By incorporating this comprehensive feedback, we have refined our LCAP to better meet the needs of our school community, ensuring a supportive, inclusive, and high-achieving learning environment for all students.

Goals and Actions

Goal

Goal #1	Description	Type of Goal
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.***	Focus Goal

State Priorities addressed by this goal.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

-Equity

-Professional Learning

-Resource Alignment

-Teachers

Student access to standards-aligned instructional materials as relates to:

-Curriculum

-Instruction

-Resource Alignment

Facilities in good repair as relates to:

-Culture and Climate

-Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

-Professional Learning

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

Priority 7: Course Access (Conditions of Learning)

-Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

The LEA developed this LCAP goal to align instruction with the California Common Core State Standards, ensuring consistency and rigor across all classrooms. By providing targeted instruction at each student's ELA level, the goal addresses diverse learning needs and promotes individualized student growth. Per the CA Dashboard 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. The equity report indicates that two student groups are also in the orange category, with no groups in the red, yellow, green, or blue categories.

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 Schoolwide	37.90% of students met or exceeded standard for ELA for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	57% of students met or exceeded standard for ELA	[Insert current difference from baseline here]
	CAASPP - Socioeconomically Disadvantaged	38.71% of Socioeconomically Disadvantaged students met or exceeded standard for ELA for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	52% of Socioeconomically Disadvantaged students met or exceeded standard for ELA	[Insert current difference from baseline here]
	CAASPP - English Learner	Student Group size does not show results for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	35% of EL learners will met or exceed standard for ELA	[Insert current difference from baseline here]

	CAASPP - African American Students	31.58% of African American students met or exceeded standard for ELA for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	56% of African American students met or exceeded standard for ELA	[Insert current difference from baseline here]
	CAASPP - Hispanic Students	40.91% of Hispanic students met or exceeded standard for ELA for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	61% of Hispanic students met or exceeded standard for ELA	[Insert current difference from baseline here]
[Metric #2]	NWEA ELA - Growth	55.41% of students met their ELA projected growth from BOY to EOY	[Insert outcome here]	[Insert outcome here]	70% of students met their ELA projected growth from BOY to EOY	[Insert current difference from baseline here]
[Metric #3]	NWEA ELA - Attainment	35th percentile attainment Spring 2024	[Insert outcome here]	[Insert outcome here]	35th percentile attainment Spring 2024	[Insert current difference from baseline here]
[Metric #4]	ELPAC Performance Indicator - Summative Proficiency Rate	5.77% of students are proficient in the summative ELPAC	[Insert outcome here]	[Insert outcome here]	15% of students are proficient in the summative ELPAC	[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 1.1	ELA Literacy	The administration of EHS will offer professional development to educators on effectively integrating suitable literacy techniques into all classes.	$10,000	Yes
Action 1.2	ELA Tutoring	Students recognized as "in danger" or not doing well in their ELA modules will participate in tutoring lessons conducted by a certified educator or a paraeducator.	$244,000	Yes
Action 1.3	Professional Development & Professional Learning Communities (PLC)	a. Quarterly professional development sessions will be led by EHS administrators and teachers, with a focus on addressing the requirements of English Language Learners, Students with disabilities, and Common Core State Standards. b. A collaborative document will be upheld by EHS for teachers to document best practices. These practices will be shared during staff meetings/PLC sessions and the shared document will be regularly updated.	$220,000	Yes

Action 1.4	Lesson Design and Progress Monitoring	a. The course schedules (pace/unit/lesson) will be synchronized with the Common Core State Standards. b. Student progress will be regularly assessed by school administrators and teachers. c. ELA teachers will receive ongoing support for planning to assist ELA students in all subjects.	$72,000	Yes
Action 1.5	Support ELA Data Analysis	a. 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. b. Grade-level PLC meetings will be led by administration to analyze student data, work samples, program data, and common assessment data in English-Language Arts, with the goal of enhancing student achievement. c. Consultants will provide support for teachers to incorporate IXL into their lessons, supplementing state standard ELA content to address areas of growth and enrichment for students.	$236,000	Yes
Action 1.6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	a. Purchase and acquisition 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 ELA. 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 promote greater academic growth in ELA.	$189,000	Yes

Action 1.7	Professional Development on CAASPP Summative & SBAC Interim Assessments	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 ELA. b. School staff will participate in professional development on SBAC interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth.	$45,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #2	Description	Type of Goal
Goal #2	Maintain high academic standards for all students by ensuring students receive targeted instruction at their Math 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.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

-Professional Learning

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

Priority 7: Course Access (Conditions of Learning)

-Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

Entrepreneur High School understands that for students to be successful in college and career they need to be able to read and write at a high level. Literacy is very important to students' success in high school and beyond. To ensure that literacy is incorporated in all content areas, Entrepreneurship will provide teachers with the RJA Instructional Framework and adopted pacing plans. RJA will also provide professional development to ensure teachers have the proper training. This goal will also lead to increased graduation rates and acceptance into four-year colleges. Students will be more successful in their A - G coursework. Through our data, we also found that 21.7% of our students did not meet standards in their coursework.

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 Schoolwide	10.52% of students met or exceeded standard for Math for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	40% of students met or exceeded standard for Math	[Insert current difference from baseline here]
	CAASPP Math - Socioeconomically Disadvantaged	10.64% of Socioeconomically Disadvantaged students met or exceeded standard for Math for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	30% of Socioeconomically Disadvantaged students met or exceeded standard for Math	[Insert current difference from baseline here]
	CAASPP Math - Hispanic Students	11.94% of Hispanic students met or exceeded standard for Math for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	35% of Hispanic students met or exceeded standard for Math	[Insert current difference from baseline here]

	CAASPP Math - African American Students	5.26% of African American students met or exceeded standard for Math for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	30% of African American students met or exceeded standard for Math	[Insert current difference from baseline here]
	CAASPP Math - English Learner	Student Group size does not show results for the 22-23 school year	[Insert outcome here]	[Insert outcome here]	38% of English learners met or exceed standard for Math	[Insert current difference from baseline here]
Metric #2	NWEA Math - Growth	57.43% of students met their Math projected growth from BOY to EOY	[Insert outcome here]	[Insert outcome here]	80% of students met their Math projected growth from BOY to EOY	[Insert current difference from baseline here]
Metric #3	NWEA - Attainment	15% of students rank in 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]

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 2.1	Math Literacy	Teachers will participate in professional development on how to incorporate literacy in all math courses.	$85,000	Yes
Action 2.2	Math Tutoring	Students identified as "at risk" or failing their Math courses will attend tutoring sessions with a credentialed teacher or a para educator multiple times per week.	$260,000	Yes
Action 2.3	Parent Training	Provides parents with parent training opportunities in the area of mathematical skills and content vocabulary building in order to support their students at home.	$55,000	Yes
Action 2.4	Lesson Design and Progress Monitoring	Course plans (pacing/unit/lesson) will be aligned with the Common Core State Standards. School administrators and teachers will consistently benchmark student progress. Teachers in Mathematics will be given consistent planning to support Math students in all courses.	$67,000	Yes
Action 2.5	Support Math Data Analysis	Opportunities are provided for math teacher to meet and analyze data Teachers use IXL during PLC sessions to learn state standards to support student learning.	$175,000	Yes

Action 2.6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Purchase and acquisition 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. 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 promote greater academic growth in math	$150,000	Yes
Action 2.7	Professional Development on CAASPP Summative & SBAC Interim Assessments	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. School staff will participate in professional development on SBAC interim assessments to learn how to navigate the online portal components, to access system reports to promote greater academic growth.	$60,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #3	Description	Type of Goal
Goal #3	Create a supportive, inclusive, and environmentally conscious learning environment, aimed to cultivate a positive school climate and culture that fosters student well-being, academic success, and environmental stewardship.	Focus Goal

State Priorities addressed by this goal.

State Priorities:**Priority 1: Basic (Conditions of Learning)**

Rate of teacher misassignment as relates to:

-Equity

-Professional Learning

-Resource Alignment

-Teachers

-Student access to standards-aligned instructional materials as relates to:

-Curriculum

-Instruction

-Resource Alignment

-Facilities in good repair as relates to:

-Culture and Climate

-Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

-Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

-Culture and Climate

-Equity

-Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:

-Culture and Climate

-Equity

-Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

-Culture and Climate

-Equity

-Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

The goal of creating a supportive, inclusive and environmentally conscious learning environment addresses multiple facets of student development and school improvement. This goal is designed to enhance the overall educational experience by promoting a holistic approach to learning that integrates well-being, inclusivity and environmental responsibility. When students feel supported and included, they are more likely to participate in the learning process, leading to improved academic outcomes.

Cultivating a positive climate and culture encourages positive behavior, reducing disciplinary issues and creating a safer, more welcoming school environment. By pursuing this goal, we aim to create a nurturing environment that supports the academic, social, and emotional development of all students while instilling a sense of environmental consciousness. This comprehensive approach ensures that our students are well-prepared for future challenges and opportunities, both academically and as global citizens.

This goal will address the current CA Dashboard data:

28.7% of African American students have been suspended at least one day

17% of Student with Disabilities have been suspended at least one day

14.8% of Socioeconomically Disadvantaged students have been suspended at least one day

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Attendance Rate for first semester	91% Attendance Rate for the first semester, of the 2023-2024 school year	[Insert outcome here]	[Insert outcome here]	93% Attendance Rate for the SY	[Insert current difference from baseline here]
Metric #2	Chronic Absenteeism for first semester	40% Chronic Absenteeism for the first semester, of the 2023-2024 school year	[Insert outcome here]	[Insert outcome here]	20% Chronic Absenteeism for the SY	[Insert current difference from baseline here]
Metric #3	Suspension Rates first semester	15.1% Suspension Rates for the first semester, of the 2023-2024 school year	[Insert outcome here]	[Insert outcome here]	6% Suspension Rates for the SY	[Insert current difference from baseline here]
Metric #4	Expulsion Rates first semester	3% Expulsion Rates for the first semester, of the 2023-2024 school year	[Insert outcome here]	[Insert outcome here]	5% Expulsion Rates for the SY	[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 3.1	Chronic Absenteeism	The attendance committee will support families of students with chronic absences which may include transportations assistance (bus pass, rideshare, etc.)	$30,000	Yes
Action 3.2	Attendance Tracking & Communication	Parents will be notified of all absences via phone, text, mail, or email. Students with chronic absenteeism attendance will receive notifications (SART/SARB).	$30,000	Yes
Action 3.3	Teacher Induction and Mentorship for Teachers	Teachers needing to clear their CA State Teaching Credential will participate in the Teacher Induction Program. Teachers will be offered mentorship opportunities with other EHS teachers. This mentorship will focus on classroom management, lesson delivery, and developing innovative teaching styles.	$120,000	No
Action 3.4	Student Safety Survey	Students will receive surveys about school safety. Students would be prompted for open-ended responses for next steps to further elaborate on their perception of safety on campus.	[$ 0.00]	Yes
Action 3.5	Parent & Educational Partners Engagement	100% of families will receive surveys about their perception of school support.	[$ 0.00]	Yes
Action 3.6	Student Suspension Rate	Establish restorative justice programs that involve facilitated dialogue between students, teachers, and administrators to resolve conflicts and address disciplinary issues.	$45,000	Yes

Goal

Goal #4	Description	Type of Goal
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.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

-Equity

-Professional Learning

-Resource Alignment

-Teachers

-Student access to standards-aligned instructional materials as relates to:

-Curriculum

-Instruction

-Resource Alignment

-Facilities in good repair as relates to:

-Culture and Climate

-Resource Alignment

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

-Culture and Climate

-Equity

-Family and Community

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

The goal of engaging teachers, administrators, parents, and community members aims to create a holistic support system for students. By fostering collaboration among these stakeholders, we can promote active citizenship and a shared commitment to academic excellence and character development. Teachers and administrators play a pivotal role in shaping a positive school culture that values learning and personal growth. Parents' involvement ensures that educational efforts are reinforced at home, creating a consistent and supportive environment for students. Community members and local resources can provide real-world learning opportunities and additional support that enrich students' educational experiences. Prioritizing safe and well-maintained learning environments is essential for students' well-being and academic success. This goal recognizes that a united community effort is key to helping each student reach their full potential. By working together, we can create an inclusive, nurturing, and high-achieving school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	CTC credentials, Candidate Background	100% of teachers are fully credentialed	[Insert outcome here]	[Insert outcome here]	100% of teachers are fully credentialed	[Insert current difference from baseline here]
Metric #2	Teacher Assignments	0% of teachers are misassigned	[Insert outcome here]	[Insert outcome here]	0% of teachers are misassigned	[Insert current difference from baseline here]
Metric #3	Parent Engagement	25% of parents engaged in monthly parent committee, council and site based activities	[Insert outcome here]	[Insert outcome here]	50% of parents engaged in monthly parent committee, council and site based activities	[Insert current difference from baseline here]
Metric #4	Educational partners Engagement	20% of educational partners groups are represented on school councils	[Insert outcome here]	[Insert outcome here]	40% of educational partners groups are represented on school councils	[Insert current difference from baseline here]
Metric #5	Graduation/ Transition/College/ & Career Plans	70% of students have completed graduation plans	[Insert outcome here]	[Insert outcome here]	100% of students have completed graduation plans	[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 4.1	Recruiting & Hiring Teachers and Teacher Assignment	eHigh will ensure the hiring process is thorough and complete by engaging candidates in a multi-step hiring process, including interviews and mock lessons.eHigh will ensure teachers are assigned according to their credentials, degree(s), experience, and expertise.	$45,000	No
Action 4.2	Parent & Community Committees/Councils	Educational partners groups (teacher, staff, families, community) will be represented on the Solutions team committees. Provide informational meetings such as ELAC, AAPAC, SSC meetings to engage all stockholders into the school's mission and vision as well as the learning culture of the school.	$50,000	Yes
Action 4.3	RJA/School Mission and Vision	Visual representation on campus and website of the mission and vision of RJA/School and communicated through various outlets.	$25,000	Yes
Action 4.4	PowerSchool	School Administration and teachers will consistently update student progress. Parents will participate in PowerSchool training Parents will utilize the parent portal to review student academic progress	$150,000	Yes
Action 4.5	College & Career Preparation Alternative Learning Days	Students will annually participate in graduation plan meetings to understand their goals and next steps. Parents will annually participate in college and career readiness and update sessions with school staff	$420,000	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
[Goal #5]	Entrepreneur High School San Bernardino High School will establish a comprehensive Entrepreneurship and 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.

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

-Culture and Climate

-Equity

-Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

-Assessment

-Curriculum

-Equity

-Instruction

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

-Culture and Climate

-Equity

-Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:

-Curriculum

-Equity

-Professional Learning

An explanation of why the LEA has developed this goal.

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. During the 2023-2024 school year, there were 161 enrollments in industry-related experiences, representing 69.09% of students. This data underscores the demand and interest among students for hands-on learning experiences that are directly relevant to their future careers. 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. 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 options.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	A-G Completion	80% of students have completed the A-G courses required for graduation	[Insert outcome here]	[Insert outcome here]	95% of students have completed the A-G courses required for graduation	[Insert current difference from baseline here]
Metric #2	Overall Graduation Rate	Graduation rate is 88%	[Insert outcome here]	[Insert outcome here]	Graduation rate is 95%	[Insert current difference from baseline here]
Metric #3	Dual Enrollment Participation	Dual enrollment participation is 23%	[Insert outcome here]	[Insert outcome here]	Dual enrollment participation is 55%	[Insert current difference from baseline here]
Metric #4	Career and Technical Education	60% of CTE students will obtain an industry certification	[Insert outcome here]	[Insert outcome here]	80% of CTE students will obtain an industry certification	[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]	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.	$150,000	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.	$80,000	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.	$300,000	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.	$130,000	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
$1,914,705	$226,145

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
33.262%	13.314%	$774,936	46.575%

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 1.5	Action:ELA Data Analysis 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:ELA Tutoring 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 tutoring lessons conducted by a certified educator or a paraeducator.	CAASPP NWEA MAP Assessment
Goal 2 Action 2.2	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
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used 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]	39 certificated staff providing direct services to a student population of 620 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]	15 certificated staff providing direct services to a student population of 620 students Staff-to-student ratio of certificated staff providing direct services to students 1:41

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	$ 5,756,520	$ 1,914,705	33.262%	13.314%	46.575%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,558,000	$ -	$ -	$ -	$ 3,558,000.00	$ 1,931,000	$ 1,627,000

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	ELA Literacy	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 10,000	$ -	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	2	ELA Tutoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 180,000	$ 64,000	$ 244,000	$ -	$ -	$ -	$ 244,000	0.000%
1	3	Professional Development & Professional Learning Communities (PLC)	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 180,000	$ 40,000	$ 220,000	$ -	$ -	$ -	$ 220,000	0.000%
1	4	Lesson Design and Progress Monitoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 72,000	$ -	$ 72,000	$ -	$ -	$ -	$ 72,000	0.000%
1	5	Support ELA Data Analysis	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 180,000	$ 56,000	$ 236,000	$ -	$ -	$ -	$ 236,000	0.000%
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 140,000	$ 49,000	$ 189,000	$ -	$ -	$ -	$ 189,000	0.000%
1	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 25,000	$ 20,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	1	Math Literacy	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 85,000	$ -	$ 85,000	$ -	$ -	$ -	$ 85,000	0.000%
2	2	Math Tutoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 200,000	$ 60,000	$ 260,000	$ -	$ -	$ -	$ 260,000	0.000%
2	3	Parent Training	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 35,000	$ 20,000	$ 55,000	$ -	$ -	$ -	$ 55,000	0.000%
2	4	Lesson Design and Progress Monitoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 67,000	$ -	$ 67,000	$ -	$ -	$ -	$ 67,000	0.000%
2	5	Support Math Data Analysis	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 100,000	$ 75,000	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 120,000	$ 30,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
2	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 30,000	$ 30,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	1	Chronic Absenteeism	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 12,000	$ 18,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	2	Attendance Tracking & Communication	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 20,000	$ 10,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3	Teacher Induction and Mentorship for Teachers	All	No	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 120,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
3	4	Student Safety Survey	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Parent & Educational Partners Engagement	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	6	Student Suspension Rate	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 35,000	$ 10,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
4	1	Recruiting & Hiring Teachers and Teacher Assignment	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 30,000	$ 15,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
4	2	Parent & Community Committees/Councils	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
4	3	RJA/School Mission and Vision	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
4	4	PowerSchool	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 100,000	$ 50,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
4	5	College & Career Preparation Alternative Learning Days	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 250,000	$ 170,000	$ 420,000	$ -	$ -	$ -	$ 420,000	0.000%
5	1	Curriculum Enhancement	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
5	2	Comprehensive Staff Development	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 60,000	$ 20,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
5	3	Equipment Upgrade	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 300,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
5	4	Partner Network Expansion	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 130,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
5	5	Early Engagement Program	All	Yes	LEA-wide	All	eHigh San Bernardino	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
$ 5,756,520	$ 1,914,705	33.262%	13.314%	46.575%	$ 3,438,000	0.000%	59.724%	**Total:**	$ 3,438,000
								LEA-wide Total:	$ 3,438,000
								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	ELA Literacy	Yes	LEA-wide	All	eHigh San Bernardino	$ 10,000	0.000%
1	2	ELA Tutoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 244,000	0.000%
1	3	Professional Development & Professional Le	Yes	LEA-wide	All	eHigh San Bernardino	$ 220,000	0.000%
1	4	Lesson Design and Progress Monitoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 72,000	0.000%
1	5	Support ELA Data Analysis	Yes	LEA-wide	All	eHigh San Bernardino	$ 236,000	0.000%
1	6	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	eHigh San Bernardino	$ 189,000	0.000%
1	7	Professional Development on CAASPP Sum	Yes	LEA-wide	All	eHigh San Bernardino	$ 45,000	0.000%
2	1	Math Literacy	Yes	LEA-wide	All	eHigh San Bernardino	$ 85,000	0.000%
2	2	Math Tutoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 260,000	0.000%
2	3	Parent Training	Yes	LEA-wide	All	eHigh San Bernardino	$ 55,000	0.000%
2	4	Lesson Design and Progress Monitoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 67,000	0.000%
2	5	Support Math Data Analysis	Yes	LEA-wide	All	eHigh San Bernardino	$ 175,000	0.000%
2	6	Purchasing NWEA Measures of Academic P	Yes	LEA-wide	All	eHigh San Bernardino	$ 150,000	0.000%
2	7	Professional Development on CAASPP Sum	Yes	LEA-wide	All	eHigh San Bernardino	$ 60,000	0.000%
3	1	Chronic Absenteeism	Yes	LEA-wide	All	eHigh San Bernardino	$ 30,000	0.000%
3	2	Attendance Tracking & Communication	Yes	LEA-wide	All	eHigh San Bernardino	$ 30,000	0.000%
3	3	Teacher Induction and Mentorship for Teach	No	LEA-wide		eHigh San Bernardino	$ -	0.000%
3	4	Student Safety Survey	Yes	LEA-wide	All	eHigh San Bernardino	$ -	0.000%
3	5	Parent & Educational Partners Engagement	Yes	LEA-wide	All	eHigh San Bernardino	$ -	0.000%
3	6	Student Suspension Rate	Yes	LEA-wide	All	eHigh San Bernardino	$ 45,000	0.000%
4	1	Recruiting & Hiring Teachers and Teacher As	Yes	LEA-wide	All	eHigh San Bernardino	$ 45,000	0.000%
4	2	Parent & Community Committees/Councils	Yes	LEA-wide	All	eHigh San Bernardino	$ 50,000	0.000%
4	3	RJA/School Mission and Vision	Yes	LEA-wide	All	eHigh San Bernardino	$ 25,000	0.000%
4	4	PowerSchool	Yes	LEA-wide	All	eHigh San Bernardino	$ 150,000	0.000%
4	5	College & Career Preparation Alternative Le	Yes	LEA-wide	All	eHigh San Bernardino	$ 420,000	0.000%
5	1	Curriculum Enhancement	Yes	LEA-wide	All	eHigh San Bernardino	$ 150,000	0.000%
5	2	Comprehensive Staff Development	Yes	LEA-wide	All	eHigh San Bernardino	$ 80,000	0.000%
5	3	Equipment Upgrade	Yes	LEA-wide	All	eHigh San Bernardino	$ 300,000	0.000%
5	4	Partner Network Expansion	Yes	LEA-wide	All	eHigh San Bernardino	$ 130,000	0.000%
5	5	Early Engagement Program	Yes	LEA-wide	All	eHigh San Bernardino	$ 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:	$ 1,576,752.00	$ 1,263,979.00

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	Literacy	Yes	$ 21,000	$ 71,344
1	2	Tutoring	Yes	$ 138,000	$ 51,245
1	3	Parent Training Sessions	Yes	$ 15,000	$ 6,862
1	4	Professional Development & Professional Learning Communities (PLC)	Yes	$ 42,000	$ 17,970
1	5	Lesson Design and Progress Monitoring	Yes	$ 12,800	$ 26,899
1	6	Support Data Analysis	Yes	$ 83,000	$ 43,426
1	7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 40,192
1	8	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 28,432	$ 38,826
2	1	Literacy	Yes	$ 23,000	$ 45,560
2	2	Tutoring	Yes	$ 167,000	$ 43,020
2	3	Parent Training Sessions	Yes	$ 19,000	$ 5,217
2	4	Professional Development	Yes	$ 35,275	$ 17,188
2	5	Professional Development Survey Results	Yes	$ 19,074	$ 5,217
2	6	Lesson Design & Progress Monitoring	Yes	$ 31,000	$ 50,677
2	7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 40,192
2	8	Professional Development on CAASPP	Yes	$ 38,432	$ 38,826
3	1	Chronic Absenteeism	Yes	$ 17,850	$ 20,584
3	2	Attendance Tracking & Communication	Yes	$ 25,000	$ 8,269
3	3	Mentorship for Teachers	Yes	$ 33,000	$ 19,123
3	4	Student Safety Survey	Yes	$ 10,000	$ 4,600
3	5	Parent & educational partners Engagement	Yes	$ 39,500	$ 63,523
3	6	School Events	Yes	$ 68,000	$ 174,731
3	7	Positive Behavior Intervention and Support	Yes	$ 46,250	$ 109,344
4	1	Recruiting & Hiring Teachers / Teacher	Yes	$ 25,682	$ 29,097
4	2	Teacher Induction Program	Yes	$ 125,000	$ 143,767
4	3	Parent & Community Committees/Councils	Yes	$ 18,344	$ 10,288
4	4	Parent & Educational Partners Engagement	Yes	$ 36,000	$ 51,462
4	5	RJA/School Mission and Vision	Yes	$ 15,623	$ 8,011
4	6	Powerschool	Yes	$ 67,142	$ 27,385
4	7	College & Career Preparation / Alternative	Yes	$ 185,348	$ 51,134
5	1	Curriculum and Certification	Yes	$ 27,500	$ -
5	2	Professional Development	Yes	$ 50,000	$ -
5	3	Equipment for CTE courses and internships	Yes	$ 24,500	$ -
5	4	Community and Partner Collaboration	Yes	$ 35,000	$ -

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)
$ 2,038,915	$ 1,576,752	$ 1,263,979	$ 312,773	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	Literacy	Yes	$ 21,000	$ 71,344.00	0.000%	0.000%
1	2	Tutoring	Yes	$ 138,000	$ 51,245.00	0.000%	0.000%
1	3	Parent Training Sessions	Yes	$ 15,000	$ 6,862.00	0.000%	0.000%
1	4	Professional Development & Professional Learning Communities (PLC)	Yes	$ 42,000	$ 17,970.00	0.000%	0.000%
1	5	Lesson Design and Progress Monitoring	Yes	$ 12,800	$ 26,899.00	0.000%	0.000%
1	6	Support Data Analysis	Yes	$ 83,000	$ 43,426.00	0.000%	0.000%
1	7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 40,192.00	0.000%	0.000%
1	8	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 28,432	$ 38,826.00	0.000%	0.000%
2	1	Literacy	Yes	$ 23,000	$ 45,560.00	0.000%	0.000%
2	2	Tutoring	Yes	$ 167,000	$ 43,020.00	0.000%	0.000%
2	3	Parent Training Sessions	Yes	$ 19,000	$ 5,217.00	0.000%	0.000%
2	4	Professional Development	Yes	$ 35,275	$ 17,188.00	0.000%	0.000%
2	5	Professional Development Survey Results	Yes	$ 19,074	$ 5,217.00	0.000%	0.000%
2	6	Lesson Design & Progress Monitoring	Yes	$ 31,000	$ 50,677.00	0.000%	0.000%
2	7	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 27,000	$ 40,192.00	0.000%	0.000%
2	8	Professional Development on CAASPP Summative	Yes	$ 38,432	$ 38,826.00	0.000%	0.000%
3	1	Chronic Absenteeism	Yes	$ 17,850	$ 20,584.00	0.000%	0.000%
3	2	Attendance Tracking & Communication	Yes	$ 25,000	$ 8,269.00	0.000%	0.000%
3	3	Mentorship for Teachers	Yes	$ 33,000	$ 19,123.00	0.000%	0.000%
3	4	Student Safety Survey	Yes	$ 10,000	$ 4,600.00	0.000%	0.000%
3	5	Parent & educational partners Engagement	Yes	$ 39,500	$ 63,523.00	0.000%	0.000%
3	6	School Events	Yes	$ 68,000	$ 174,731.00	0.000%	0.000%
3	7	Positive Behavior Intervention and Support (PBIS)	Yes	$ 46,250	$ 109,344.00	0.000%	0.000%
4	1	Recruiting & Hiring Teachers / Teacher Assignment	Yes	$ 25,682	$ 29,097.00	0.000%	0.000%
4	2	Teacher Induction Program	Yes	$ 125,000	$ 143,767.00	0.000%	0.000%
4	3	Parent & Community Committees/Councils	Yes	$ 18,344	$ 10,288.00	0.000%	0.000%
4	4	Parent & Educational Partners Engagement	Yes	$ 36,000	$ 51,462.00	0.000%	0.000%
4	5	RJA/School Mission and Vision	Yes	$ 15,623	$ 8,011.00	0.000%	0.000%
4	6	Powerschool	Yes	$ 67,142	$ 27,385.00	0.000%	0.000%
4	7	College & Career Preparation / Alternative Learning	Yes	$ 185,348	$ 51,134.00	0.000%	0.000%
5	1	Curriculum and Certification	Yes	$ 27,500	$ -	0.000%	0.000%
5	2	Professional Development	Yes	$ 50,000	$ -	0.000%	0.000%
5	3	Equipment for CTE courses and internships	Yes	$ 24,500	$ -	0.000%	0.000%
5	4	Community and Partner Collaboration	Yes	$ 35,000	$ -	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)
$ 5,820,563	$ 2,038,915	0.000%	35.030%	$ 1,263,979	0.000%	21.716%	$ 774,936.00	13.314%

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).

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