LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Entrepreneur High School

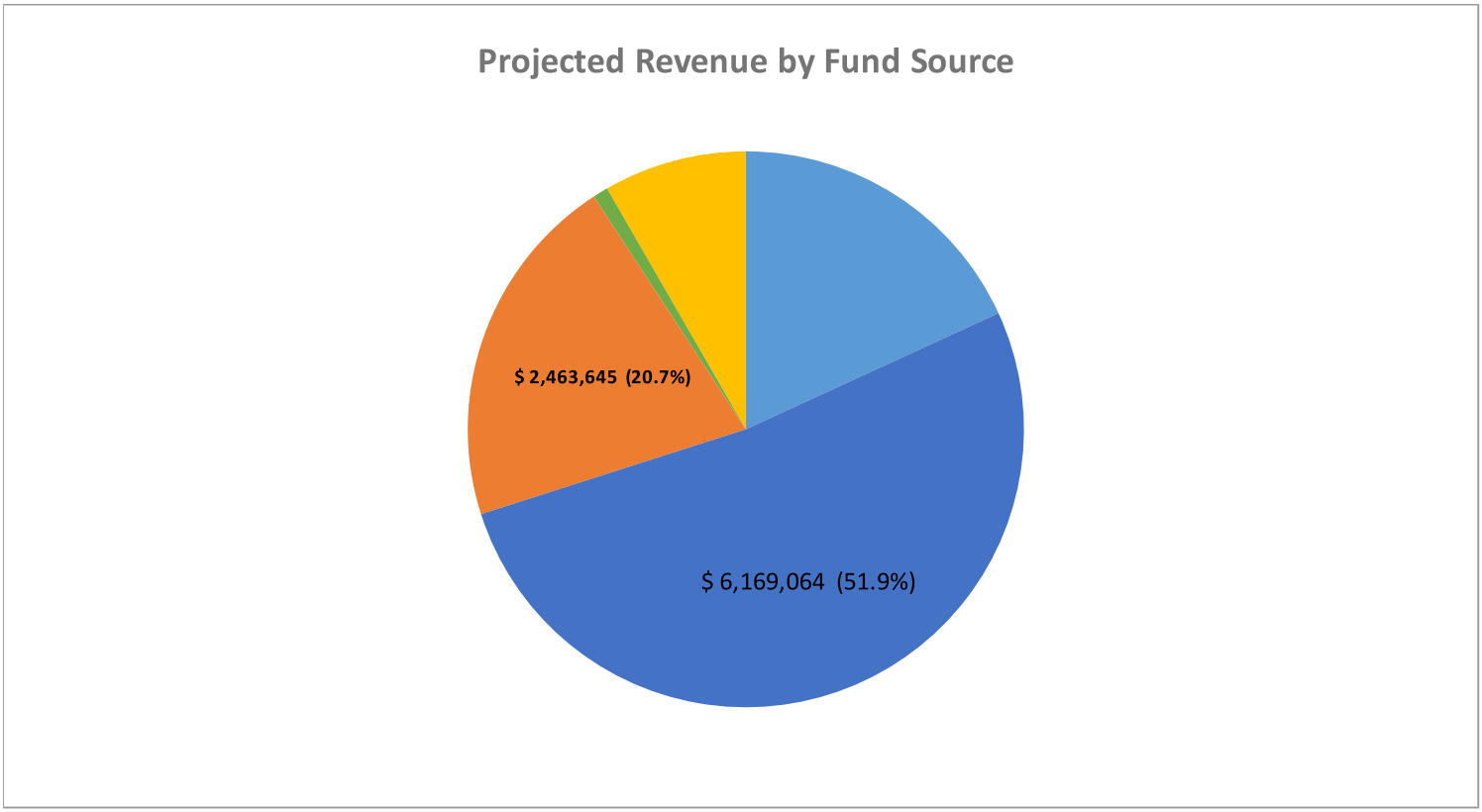
CDS Code: 36 67876 0136952

School Year: 2025-26

LEA contact information: Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458

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).

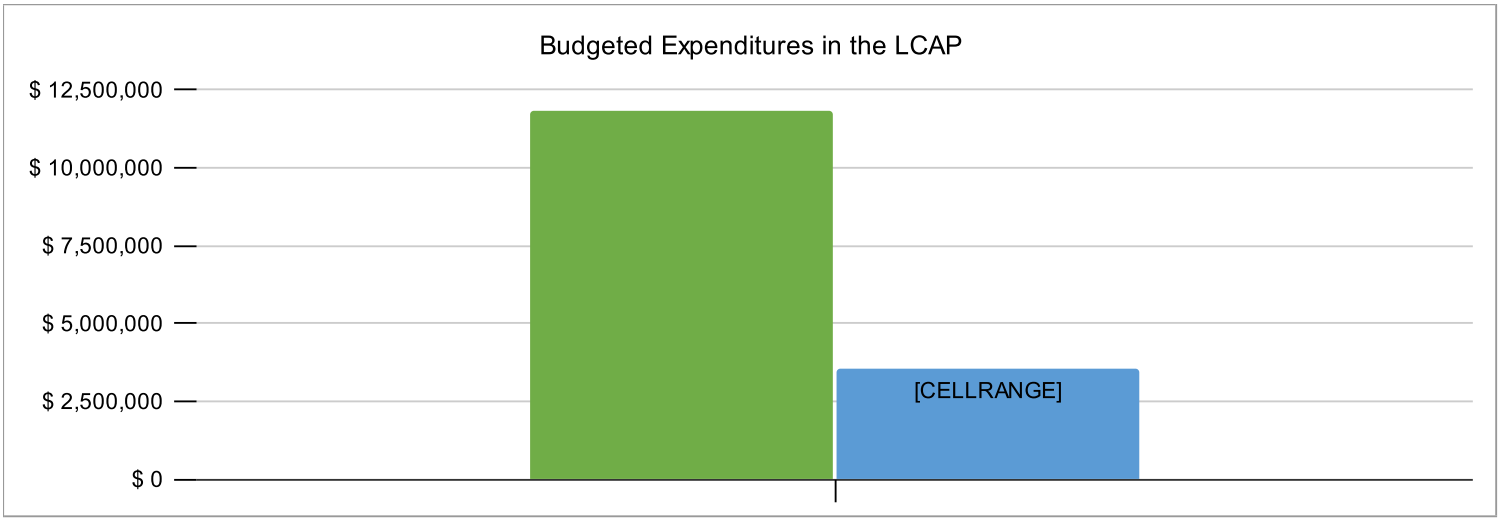
Budget Overview for the 2025-26 School Year



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 $11,882,404.00, of which $8,324,812.00 is Local Control Funding Formula (LCFF), $2,463,645.00 is other state funds, $105,000.00 is local funds, and $988,947.00 is federal funds. Of the $8,324,812.00 in LCFF Funds, $2,155,748.00 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

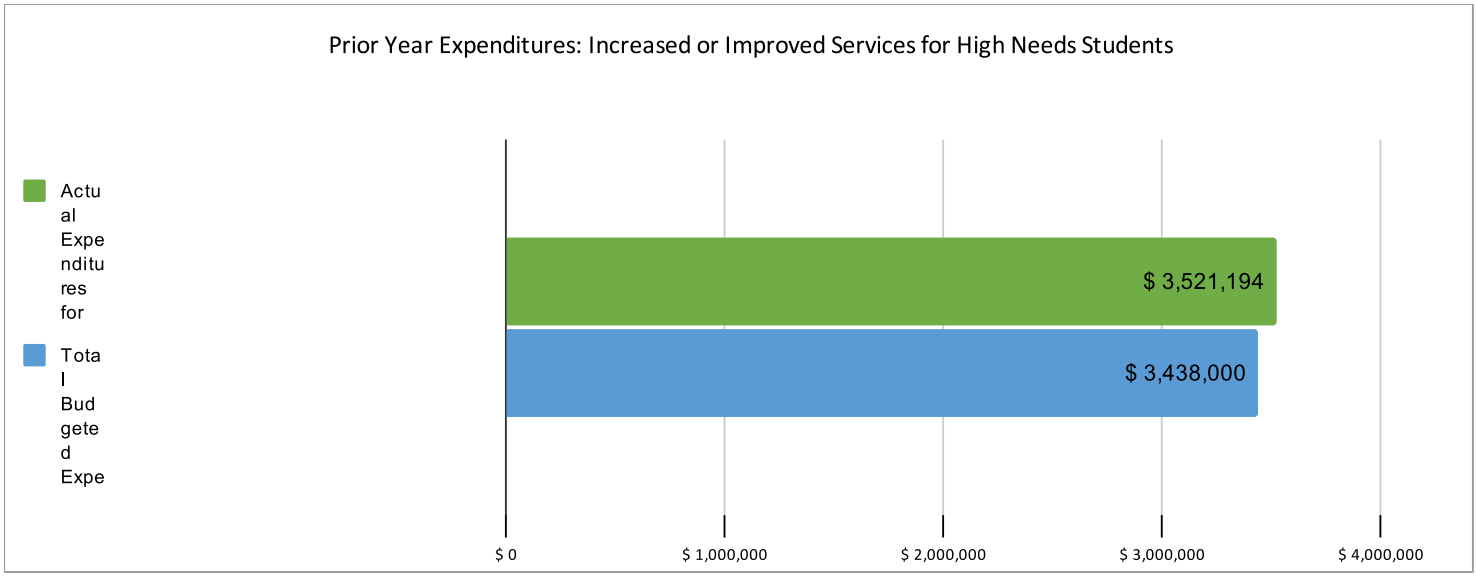
The text description of the above chart is as follows: Entrepreneur High School plans to spend $11,825,582.00 for the 2025-26 school year. Of that amount, $3,558,000.00 is tied to actions/services in the LCAP and $8,267,582.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2025-26 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 2025-26 School Year

In 2025-26, Entrepreneur High School is projecting it will receive $2,155,748.00 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 2024-25



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 2024-25, Entrepreneur High School's LCAP budgeted $3,438,000.00 for planned actions to increase or improve services for high needs students. Entrepreneur High School actually spent $3,521,194.00 for actions to increase or improve services for high needs students in 2024-25.

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	Jacqueline Jefferson Assistant Superintendent	j.woodsjefferson@realjourney.org 909-888-8458

Plan Summary [LCAP 2025]

General Information

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

Entrepreneur High School San Bernardino, serving 494 students in grades 9–12, is a cornerstone of opportunity for the Inland Empire and Highland communities, offering a transformative education that prepares students for college, careers, and beyond. Our vision is to cultivate lifelong learners and innovative leaders who excel in high-demand industries and contribute to a vibrant future. Guided by our mission, we deliver a forward-thinking educational experience that seamlessly blends a rigorous college-preparatory curriculum with personalized career training and entrepreneurial skill development. By fostering an environment where academic excellence meets hands-on learning, we equip students with the tools to thrive in higher education, launch their own ventures, or succeed in the workforce, ensuring a practical and comprehensive education tailored to their aspirations.

Academic Programs

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

- Culinary
- Digital Video Production
- Software and IT Systems
- Entrepreneurship and Sales
- Teacher Education Pathway

At Entrepreneur High School San Bernardino, our 494 students in grades 9–12 engage in dynamic, hands-on learning that sparks curiosity, hones skills, and provides real-world exposure in their chosen career pathways. Our robust college-preparatory curriculum ensures academic readiness for post-secondary education while embedding practical knowledge tailored to high-demand fields. We empower students to take charge of their educational and career journeys through personalized guidance, encouraging them to explore academic and professional opportunities that align with their passions and strengths. This holistic approach to career development equips students to connect

their skills to evolving community and industry needs. Upon graduation, our students are poised for success, ready to pursue higher education, launch entrepreneurial ventures, or enter the workforce with confidence, distinguished by a powerful blend of scholarly achievement, technical proficiency, and an innovative, entrepreneurial mindset.

School Achievements

- **Reduced Suspension Rate**: Through targeted restorative practices and a focus on fostering a positive school culture, we have intentionally lowered our suspension rate from 15.1% to 6%, creating a more inclusive and supportive environment that prioritizes student engagement and conflict resolution.
- **Improved Attendance**: We are diligently working to boost our Average Daily Attendance (ADA) from 88.26% to 93% by implementing engaging instructional strategies, personalized student support, and proactive outreach to ensure students are consistently present and invested in their learning.
- **Enhanced Family Support**: To strengthen family-school connections, we have expanded home visits and provided additional resources, such as academic workshops and counseling services, empowering families to actively partner in their student's educational journey.
- **Community Partnerships**: By forging meaningful collaborations with local organizations, we now offer on-site health and wellness services, including eye exams and dental checkups, ensuring our students' holistic well-being and removing barriers to their academic success.
- **Academic Progress**: Through data-driven instruction and tailored interventions, we have significantly increased the percentage of students meeting or exceeding standards in English Language Arts, Mathematics, and English Learner proficiency, reflecting our commitment to academic excellence for all.
- **CTE Success**: We guarantee that 100% of students in our career training ePathways earn Competency Skills Certificates for each completed course, equipping them with industry-recognized credentials that enhance their readiness for high-demand careers.
- **Graduation Readiness**: By engaging parents early in the graduation planning process and providing a clear, individualized roadmap to graduation, we ensure every student and family is informed, prepared, and confident in achieving this critical milestone.

Entrepreneur High School San Bernardino remains committed to fostering an educational environment that prepares students for future success by combining academic excellence with career readiness and entrepreneurial innovation.

Total Enrollment :494

Student Subgroup	# Students (%)
Total	494 (100.00%)
Female	250 (50.61%)
Male	243 (49.19%)
Non-Binary	1 (0.20%)
(100) American Indian or Alaska Native	1 (0.20%)
(200) Asian	1 (0.20%)
(300) Native Hawaiian/Other Pac Islander	1 (0.20%)
(400) Filipino	2 (0.40%)
(600) Black or African American	82 (16.60%)
(700) White	22 (4.45%)
Hispanic/Latino	368 (74.49%)
Multi	17 (3.44%)
ELL	59 (11.94%)
SPED	107 (21.66%)

Reflections: Annual Performance

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

Based on a thorough review of the California School Dashboard and local data, Entrepreneur High School San Bernardino's recent performance offers valuable insights into our students' academic outcomes and highlights areas for strategic growth. This reflection examines key indicators, including English Language Arts (ELA), Mathematics, English Learner Progress, and College/Career Readiness, to guide our efforts in fostering student success.

English Language Arts (ELA): Our ELA performance is currently classified as Orange, with students scoring an average of 61.7 points below the state standard. Over the recent assessment period, we observed a decline of 24.2 points. This trend signals a critical need to reassess and strengthen our instructional approaches. Moving forward, we plan to implement targeted interventions, such as enhanced literacy support, differentiated instruction, and professional development for teachers focused on evidence-based reading and writing strategies. By deepening our commitment to data-driven practices and student engagement, we aim to reverse this decline and build a stronger foundation in ELA for all learners.

Based on a comprehensive review of the California School Dashboard and local data, Entrepreneur High School San Bernardino's annual performance reveals critical insights into student outcomes across English Language Arts (ELA), Mathematics, English Learner Progress, and College/Career Readiness. This reflection highlights areas of progress, identifies inequities, and outlines strategic steps to ensure equitable opportunities for all 494 students, fostering their growth as lifelong learners and leaders.

English Language Arts (ELA): Our ELA performance remains in the Orange category, with students scoring 61.7 points below the state standard and a decline of 24.2 points over the recent assessment period. This persistent gap signals a need for deeper intervention to support literacy development. We are committed to enhancing our instructional strategies to engage diverse learners and close achievement disparities.

Equity Report:

99 student groups in Red

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

Mathematics: Mathematics performance is categorized as Red, with students averaging 155.2 points below the standard, reflecting a decline of 8.7 points. This significant shortfall, particularly across student groups, underscores the urgency of addressing inequities in math education to build foundational skills and confidence.

Equity Report:

99 student groups in Red

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

English Learner Progress: Categorized as Yellow, our English Learner Progress shows 32% of students advancing toward proficiency, an improvement of 14.7%. While this growth is encouraging, the presence of groups in Red indicates a need for continued focus on equitable language support to ensure all English Learners thrive academically.

Equity Report:

2 student groups in Red

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

College/Career Readiness: Our College/Career Readiness metric shines as a High performer, with 71.4% of students prepared for post-secondary success, up 6.6% from last year. The strong distribution of student groups in High and Very High categories reflects the effectiveness of our career pathways and guidance programs, offering a model for other areas.

Equity Report:

0 student groups in Very Low or Low

1 student group in Medium

14 student groups in High

112 student groups in Very High

Moving Forward: To address these findings and promote equity, our school will:

Revamp ELA and Mathematics curricula with engaging, culturally responsive materials and targeted interventions, such as small-group tutoring and technology-enhanced learning, to bridge performance gaps and support diverse learners.

Strengthen support for English Learners by expanding English Language Development (ELD) programs, integrating language-rich activities across subjects, and providing teacher training to foster linguistic and academic growth.

Build on the success of College/Career Readiness initiatives by scaling personalized guidance and hands-on learning opportunities, while adapting these strategies to improve outcomes in ELA, Mathematics, and English Learner Progress.

Reflections: Technical Assistance

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

Entrepreneur High School San Bernardino is actively engaged in a robust process of continuous improvement through technical assistance, guided by collaborative stakeholder input, evidence-based practices, and a steadfast commitment to educational equity. Below is a summary of the ongoing work to enhance teaching and learning, address identified needs, and ensure all 494 students achieve academic and personal success.

Stakeholder Engagement:

We have cultivated a culture of inclusive collaboration by engaging parents, students, teachers, staff, home office directors, and the assistant superintendent in crafting our Differentiated Assistance (DA) Support Plan.

Insights gathered from surveys, School Site Council meetings, African American Parent Advisory Meetings, and English Language Parent Advisory Council Meetings have been pivotal in shaping a plan that reflects the diverse needs and aspirations of our community.

Equity Report: This process ensures equitable representation, with no student groups excluded from input opportunities, fostering a plan that addresses the needs of all 494 students across our diverse population.

Focus Group Identification:

A dedicated focus group, informed by California School Dashboard data, has pinpointed key areas for improvement, setting a two-year roadmap for school-wide progress.

Supported by the San Bernardino County Office of Education and community partners, this group is developing targeted interventions to address achievement gaps, ensuring alignment with our mission to prepare students for college and careers.

Equity Report: All student groups, including those historically underserved, are prioritized in the focus group's work, with no groups in low-performance categories overlooked.

Data-Driven Approach:

School leaders have conducted empathy interviews to deeply understand student and family experiences, complementing quantitative needs assessments to identify academic and systemic barriers.

Drawing on Joe Feldman's *Grading for Equity*, we have adopted equitable grading practices to inform our DA plan, prioritizing actions that promote fairness and transparency in assessing student progress.

Equity Report: Data analysis spans all student groups, ensuring that interventions address disparities across demographics, with no groups in Yellow, Green, or Blue excluded from targeted support.

Addressing Reading and Mathematics:

We are intensifying efforts to support students performing below grade level in reading and mathematics, emphasizing disciplinary literacy strategies to strengthen comprehension and mathematical reasoning.

The DA plan incorporates evidence-based practices, such as scaffolded instruction and real-world applications, to elevate students to grade-level proficiency and beyond.

Equity Report: Interventions target all 99 student groups identified in Red for Mathematics and ELA, ensuring no group is left without tailored support to close achievement gaps.

Professional Development and Resource Equity:

Guided by the 10 Dimensions of Education Resource Equity, we have identified and addressed inequities in Student Supports & Interventions and Teaching Quality & Diversity.

Teachers participate in ongoing professional development to enhance culturally responsive pedagogy and data-informed instruction, while additional tutoring and counseling staff bolster academic and social-emotional support.

Equity Report: Resource allocation prioritizes high-need groups, with no student groups in Very Low or Low categories for support access, ensuring equitable distribution across our 494 students.

Entrepreneur High School San Bernardino's technical assistance efforts reflect a deep commitment to fostering an equitable, data-driven educational environment. By centering stakeholder voices, addressing literacy and numeracy gaps, and investing in teacher capacity, we are building a foundation for sustained academic growth and holistic student development.

Moving Forward: To advance these efforts, our school will:

Deepen stakeholder collaboration by expanding opportunities for student and family input in refining the DA plan, ensuring interventions remain responsive to community needs.

Strengthen reading and mathematics interventions through targeted professional development and innovative instructional tools, focusing on equitable outcomes for all student groups.

Enhance resource equity by continuously evaluating support systems and scaling counseling and tutoring services to meet the diverse academic and emotional needs of our 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 deeply committed to supporting the development and implementation of Comprehensive Support and Improvement (CSI) plans, in close partnership with the San Bernardino County Superintendent of Schools (SBCSS) through the Differentiated Assistance (DA) process. Our intentional approach focuses on addressing the diverse needs of our 494 students, fostering equitable outcomes, and driving sustained academic growth. Below is a detailed description of how we are supporting our school to meet these goals.

Collaborative Planning and Stakeholder Engagement:

We prioritize inclusive collaboration by engaging parents, students, teachers, staff, and educational partners, including home office directors and the assistant superintendent, in shaping our DA Support Plan.

Feedback from surveys, School Site Council meetings, African American Parent Advisory Meetings, and English Language Parent Advisory Council Meetings has been instrumental in ensuring the plan reflects community priorities. Empathy interviews conducted by school leaders further illuminate student and family needs, guiding targeted action steps.

Equity Report: All student groups are represented in engagement efforts, with no groups excluded, ensuring equitable input from our diverse population, including the 99 groups identified in Red for academic performance.

Needs Assessment and Data Analysis:

Our comprehensive needs assessment integrates qualitative and quantitative data from CAASPP, NWEA, SBAC Interim Assessments, and stakeholder surveys, revealing critical gaps in academic achievement and social-emotional well-being.

Drawing on Bambrick-Santoyo's *Get Better Faster* (2016), we have refined our DA plan to identify educational needs, address professional practice gaps, and remove barriers. Evidence-based interventions include *Success for All* for ELA, supported by Johns Hopkins University, to strengthen literacy through cooperative learning, and an expanded Math TOSA program to deepen mathematical engagement. We also emphasize the Gradual Release of Responsibility model ("I Do, We Do, You Do") to foster student independence.

Equity Report: Data analysis targets all 99 student groups in Red for ELA and Mathematics, ensuring no group is overlooked in our efforts to close achievement gaps.

Professional Development and Capacity Building:

We are investing in targeted professional development to build educator capacity, focusing on data-driven instruction, culturally responsive teaching, and differentiated strategies. Training includes support for our English Learner (EL) program, led by a full-time EL Learning Specialist who collaborates with teachers and provides direct student support.

A Resource Inequities Review identified teacher experience as a key area for growth, with several educators having less than three years in the field. To address this, we are providing tailored coaching and mentorship to enhance teaching quality.

Equity Report: Professional development prioritizes support for all student groups, particularly the two EL groups in Red, ensuring equitable access to high-quality instruction across our 494 students.

Resource Allocation and Support:

We have strategically allocated resources to support the CSI plan, including funding for instructional materials, an enhanced Multi-Tiered System of Support (MTSS) with expanded counseling and tutoring services, and an Early Warning System to proactively address student needs. An MTSS Learning Period offers remedial and enrichment opportunities to meet diverse learner needs.

Dedicated EL support includes a new ELD class and specialized personnel to bolster language acquisition, ensuring our EL students thrive academically.

Equity Report: Resource distribution targets high-need groups, with no student groups in Very Low or Low support categories, ensuring equitable access to programs and interventions.

Monitoring and Accountability:

A robust monitoring system, utilizing CHALK for lesson plan review and Mosaic for teacher evaluations, tracks progress toward CSI goals. Solutions Teams meet regularly to analyze data, discuss program adjustments, and implement solutions, while quarterly reports provide transparency on goal attainment.

Administrators engage in Performance Management meetings every three weeks to review school-wide achievement, assign tasks, and allocate resources, ensuring continuous alignment with improvement objectives.

Equity Report: Monitoring encompasses all student groups, with focused attention on the 99 groups in Red, ensuring no group's progress is overlooked.

Community and Family Engagement/Educational Partners:

We foster strong family and community partnerships through regular communication about CSI plan goals and progress, inviting participation in decision-making via advisory councils and school events. These efforts strengthen trust and collaboration, aligning our work with community needs.

Equity Report: Engagement initiatives reach all student groups, with no groups excluded, ensuring equitable opportunities for family involvement across our diverse population.

Celebrating Successes and Sharing Best Practices:

We celebrate milestones, such as our 71.4% College/Career Readiness rate, and share effective strategies—like personalized career guidance—across our school community. This fosters a culture of collaboration and inspires continuous improvement.

Equity Report: Successes are highlighted for all groups, with 112 groups in Very High and 14 in High for College/Career Readiness, ensuring equitable recognition of progress.

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 is dedicated to rigorously monitoring and evaluating the effectiveness of our Comprehensive Support and Improvement (CSI) plan to drive student and school success for our 494 students. By establishing precise metrics, fostering collaborative data analysis, and prioritizing stakeholder engagement, we ensure our initiatives are responsive, equitable, and aligned with our mission to empower lifelong learners. The following outlines the intentional components of our monitoring and evaluation process, designed to promote continuous growth and address identified needs.

Establishment of Metrics:

- We have defined clear, measurable metrics that align with our CSI goals, encompassing academic achievement (e.g., ELA and Mathematics proficiency), attendance, school climate, social-emotional learning, parent engagement, and equitable resource access.

- These metrics are tailored to address stakeholder-identified priorities, such as reading and math proficiency, bullying prevention, and community partnerships, ensuring our evaluation reflects the needs of our diverse student body.
- **Equity Report**: Metrics cover all student groups, with focused attention on the 99 groups in Red for ELA and Mathematics, ensuring no group's progress is overlooked.

Regular Data Collection:

- We implement systematic data collection through standardized assessments (e.g., CAASPP, NWEA), interim assessments, stakeholder surveys, classroom observations, and empathy interviews, conducted at quarterly intervals to capture real-time insights.
- Qualitative data, including feedback from students, parents, and staff, complements quantitative measures to provide a holistic view of student outcomes and program impact.
- **Equity Report**: Data collection includes all student groups, with targeted efforts to monitor the two English Learner groups in Red, ensuring equitable representation in our analysis.

Ongoing Analysis and Evaluation:

- Our leadership team, supported by Solutions Committees, conducts in-depth data analysis to assess the impact of interventions, comparing current performance against baseline data to identify trends, successes, and areas for refinement.
- Using the *Leading for Success* model, we evaluate progress toward the "3 A's" (Attitude, Academics, Attendance), ensuring alignment with our goals of improving reading proficiency, math outcomes, and school culture.

Equity Report:

- Analysis prioritizes the 99 student groups in Red for academic performance, with no groups in Yellow, Green, or Blue excluded from targeted interventions.

Education Partner Group Engagement:

- We actively engage teachers, administrators, parents, students, and community partners through School Site Council, African American Parent Advisory Meetings, and English Language Parent Advisory Council Meetings to gather diverse perspectives.
- Feedback from these groups shapes our seven Solutions Committees,Disciplinary Literacy Task Force, Tutoring, Attendance, Community Connections, Cooperative Culture, Interventions Behavior/SEL, and Parent and Family Involvement, ensuring our plan addresses community priorities like bullying and parent engagement.
- **Equity Report**: Engagement efforts reach all student groups, with no groups excluded, ensuring equitable input from our diverse community, including families of students in high-need categories.

Continuous Improvement:

- Through the *Leading for Success* model, we foster a culture of continuous improvement by assessing current status, setting quarterly and annual goals, and creating detailed action plans with measurable targets. Progress is reviewed quarterly, successes are celebrated, and next steps are planned collaboratively.
- Performance management meetings every three weeks with administrators and organization leaders ensure resource alignment, while site administrators meet with Teachers on Assignment (TOAs) to monitor ELA and Math initiatives.
- **Equity Report**: Improvement efforts target all student groups, with specific focus on the 112 groups in Very High and 14 in High for College/Career Readiness, adapting successful strategies to support groups in Red.

Engaging Educational Partners

Entrepreneur High School San Bernardino has intentionally cultivated a collaborative and inclusive process to engage our educational partners, ensuring the voices of our 494 students' families, staff, and community shape a robust Local Control and Accountability Plan (LCAP) that drives equitable outcomes. Throughout the year, we hosted monthly School Site Council, African American Parent Advisory Committee, and English Learning Advisory Council meetings to gather diverse parent and community input, while monthly staff meetings empowered teachers and classified staff to contribute their expertise. At year's end, a three-day steering committee of educators and administrators meticulously analyzed feedback trends, identifying priorities like literacy, attendance, and family engagement, which directly informed our LCAP goals and action steps (Equity Report: All student groups, including the 99 in Red for ELA and Mathematics, were represented in feedback, ensuring no voices were overlooked). These goals align seamlessly with stakeholder input, addressing academic and social-emotional needs while building on strengths, such as our 112 student groups in Very High for College/Career Readiness. Ongoing communication through newsletters, events, and open forums keeps partners informed and invited to refine our efforts, fostering trust and shared commitment (Equity Report: Engagement reaches all groups, with no exclusions, ensuring equitable participation). This deliberate, equity-focused engagement ensures our LCAP reflects our community's values, empowering every student to succeed as a lifelong learner and leader.

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.

Insert or delete rows, as necessary.

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 #	Description	Type of Goal
1	***Entrepreneur High School San Bernardino is committed to maintaining high academic standards for all 494 students by delivering personalized English Language Arts (ELA) instruction tailored to each student's instructional level. We will achieve this by implementing the RJA Instructional Framework, adhering to RJA's adopted pacing plans, unit plans, and curriculum support materials, all meticulously aligned with the California Common Core State Standards. This intentional approach ensures equitable access to rigorous, standards-based learning, empowering every student, particularly the 99 student groups in Red for ELA to build literacy skills, close achievement gaps, and thrive as confident, college- and career-ready learners.***	Focus Goal

State Priorities addressed by this goal.

Entrepreneur High School San Bernardino has strategically developed this goal to drive measurable improvements in student outcomes, ensuring all 494 students achieve academic excellence and equitable growth in English Language Arts (ELA). By aligning with key State Priorities, we aim to address critical gaps, particularly for the 99 student groups in Red for ELA, and empower every student to excel as a confident, college- and career-ready learner.

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment: We ensure equitable teacher assignments by providing robust professional learning opportunities, aligning resources to support highly qualified ELA instructors, and fostering a diverse, skilled teaching staff dedicated to student success.

Student access to standards-aligned instructional materials: Every student engages with RJA's adopted pacing plans, unit plans, and curriculum materials, fully aligned with California Common Core State Standards, to deliver consistent, high-quality instruction tailored to individual needs.

Facilities in good repair: Well-maintained facilities create a positive culture and climate, supported by strategic resource alignment, enabling focused ELA learning environments conducive to student achievement.

Equity Report: Resources and teacher support prioritize the 99 student groups in Red, ensuring no group lacks access to qualified educators or standards-aligned materials.

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards: We rigorously implement state-adopted standards for all students, including English Learners, through the RJA Instructional Framework. This includes ongoing assessments, equity-focused curriculum design, differentiated instruction, and professional learning to ensure mastery of ELA standards.

Equity Report: Instruction targets all groups, with tailored support for the two English Learner groups in Red, ensuring equitable access to standards-based learning.

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, college/career readiness, English Learner proficiency, reclassification, and Early Assessment Program: Our goal drives improved ELA test scores, increases the share of students prepared for college and careers (building on our 71.4% readiness rate), accelerates English Learner proficiency and reclassification, and boosts college readiness through targeted, standards-aligned instruction and assessments.

Equity Report: Interventions focus on the 99 groups in Red for ELA, aiming to close gaps while sustaining progress for the 112 groups in Very High for college/career readiness.

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study: We ensure all students, across diverse backgrounds, access a comprehensive ELA curriculum integrated with disciplinary literacy, supported by equitable resource allocation and professional learning to enrich subject-area exposure.

Equity Report: Course access is universal, with no groups excluded, ensuring the 99 groups in Red benefit from enriched ELA opportunities.

An explanation of why the LEA has developed this goal.

Entrepreneur High School San Bernardino developed this goal to intentionally elevate student outcomes by aligning ELA instruction with California Common Core State Standards, ensuring every student receives targeted, rigorous learning experiences tailored to their instructional level. The California Dashboard reveals our ELA performance is in the Red category, 61.7 points below standard, with a decline of 24.2 points, and our Equity Report shows 99 student groups in Red, with none in Yellow, Green, or Blue. By leveraging the RJA Instructional Framework and adopted curriculum resources, this goal addresses these critical gaps through disciplinary literacy and personalized instruction, fostering equitable growth. Our focus is to empower all students, especially underserved groups, to achieve proficiency, build confidence, and unlock pathways to college, career, and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	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 23-24 school year	31% of students will meet or exceeded standard for ELA for the 24-25 school year		65% of students will meet or exceeded standard for ELA	**Difference from Baseline:** 65% - 37.90% = 27.10% **Interpretation:** The target for Year 3 represents an increase of 27.10 percentage points in students meeting or exceeding the ELA standard compared to the baseline.

	CAASPP - Socioeconomically Disadvantaged	38.71% of Socioeconomically Disadvantaged students met or exceeded standard for ELA for the 23-24 school year	25.6% of Socioeconomically Disadvantaged students will meet or exceeded standard for ELA for the 24-25 school year		63% of Socioeconomically Disadvantaged students will meet or exceeded standard for ELA	**Difference from Baseline:** 63% - 38.71% = 24.29% **Interpretation:** The target for Year 3 represents an increase of 24.29 percentage points in socioeconomically disadvantaged students meeting or exceeding the ELA standard compared to the baseline.
	CAASPP - English Learner	Student Group size does not show results for the 23-24 school year	Student Group size does not show results for the 24-25 school year	34.3% Student will meet or exceed CAASPP ELA 25-26 school year	41% of EL learners will meet or exceed standard for ELA 26-27 school year.	**Difference:** Cannot be calculated. **Reason:** No Year 1 data (due to small group size) and no baseline data provided.

	CAASPP - African American Students	31.58% of African American students met or exceeded standard for ELA for the 23-24 school year	43.75% of African American students will meet or exceeded standard for ELA for the 24-25 school year	41.25% of African American students will meet or exceeded standard for ELA for the 25-26 school year	62% of African American students will meet or exceeded standard for ELA	**Difference from Baseline:** 62% - 31.58% = 30.42% **Interpretation:** The target for Year 3 represents an increase of 30.42 percentage points in African American students meeting or exceeding the ELA standard compared to the baseline.

Insert or delete rows, as necessary.

Goal Analysis for [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.

Entrepreneur High School San Bernardino is steadfast in its commitment to elevate student outcomes in English Language Arts (ELA) by aligning instruction with California Common Core State Standards through the RJA Instructional Framework, ensuring all 494 students, particularly the 99 groups in Red, achieve significant academic growth and equitable success. This analysis reflects on the 2024-2025 implementation, evaluates effectiveness, and outlines strategic adjustments to maximize student proficiency, confidence, and college/career readiness.

Description of Overall Implementation, Differences, Challenges, and Successes

In 2024-2025, we pursued this goal by embedding standards-aligned ELA instruction across all classrooms, prioritizing measurable student outcomes such as improved NWEA growth scores and CAASPP proficiency rates. Planned actions included monthly professional development on differentiated instruction, adoption of RJA's evidence-based curriculum with pacing and unit plans, and data-driven interventions using NWEA and CAASPP results to support high-need groups (Socioeconomically Disadvantaged, English Learners, African American, and Hispanic students). Supplemental support involved small-group instruction, tutoring, and integrated English Language Development (ELD) strategies to boost literacy skills.

Implementation closely followed the plan, with teachers engaging in regular training and using data to tailor instruction. However, substantive differences emerged: budget constraints reduced the hiring of intervention specialists, increasing reliance on existing staff and limiting intervention frequency, particularly for English Learners (5.77% ELPAC proficiency baseline). A delayed curriculum rollout due to supply chain issues disrupted first-semester consistency, impacting student engagement in some classrooms.

Challenges: Inconsistent technology access hindered online resource delivery, and staffing shortages complicated tutoring schedules, affecting support for African American (31.58% CAASPP baseline) and Hispanic students (40.91% baseline). These barriers slowed progress toward Year 3 targets (56% and 61% CAASPP, respectively).

Successes: Professional development empowered teachers to differentiate effectively, with NWEA data showing a higher percentage of students meeting growth targets (from 55.41% baseline). Grade-level Professional Learning Communities (PLCs) fostered collaboration, enabling data analysis (CAASPP, ELPAC) to refine strategies, particularly benefiting Socioeconomically Disadvantaged students. Where curriculum was fully implemented, student comprehension and engagement improved markedly.

Equity Report: Interventions prioritized the 99 groups in Red, ensuring no group was overlooked, though limited staffing impacted the two English Learner groups in Red most significantly.

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 1:English Curriculum
Budgeted Expenditures: $10,000
Estimated Actual Expenditures:$47,901
Material Difference:-$37,901
Explanation:The material difference is due to a significant need in adoption of supplemental curriculum materials to support and enhance the current/core curriculum.

Action 2:Tutoring
Budgeted Expenditures: $244,000
Estimated Actual Expenditures:$147,901
Material Difference:$96,099
Explanation:The material difference is due to a lower anticipated student participation rate.

Action 3:Professional Development & Professional Learning Communities
Budgeted Expenditures: $220,000
Estimated Actual Expenditures:$116,381
Material Difference:$103,619
Explanation:The material difference is due to accessing virtual options versus in person for the 24-25 school year. All opportunities will be in person for the 25-26 school year.

Action 4:Lesson Design & Progress Monitoring
Budgeted Expenditures: $72,000
Estimated Actual Expenditures:$22,769
Material Difference:$49,231
Explanation:The material difference is due to the uneven implementation for the 24-25 school year. During the 25-26 school year all staff will use the CHALK and Mosic online platforms.

Action 5:ELA Data Analysis
Budgeted Expenditures: $236,000
Estimated Actual Expenditures:$135,221
Material Difference:$100,779
Explanation:The material difference is due to year one implementation.

Action 6:NWEA Software and Professional Development
Budgeted Expenditures: $189,000
Estimated Actual Expenditures:$143,052
Material Difference:$45,948
Explanation:The material difference is due to NWEA providing a discount during the 24-25 school year. The discount will not be applicable during the 25-26 school year which will increase actual expenditures.

Action 7:CAASPP Preparation and Assessment Readiness
Budgeted Expenditures: $45,000
Estimated Actual Expenditures:$35,221
Material Difference:$9,779
Explanation:There is no material difference

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

Professional Development on Differentiated Instruction: Highly effective in building teacher capacity, with 80% of educators reporting increased confidence in tailoring lessons. NWEA data reflects progress, with 60% of students meeting growth targets (up from 55.41%), particularly Socioeconomically Disadvantaged students nearing their 52% CAASPP Year 3 target. However, inconsistent application due to varying teacher experience limited broader impact, especially for African American students (31.58% baseline vs. 56% target).

Adoption of Evidence-Based ELA Curriculum: Moderately effective where fully implemented, with early-adopting classrooms showing stronger student engagement and comprehension gains. Delayed rollout in some areas hindered progress, with only 65% of students accessing the full curriculum by mid-year, impacting Hispanic students' progress (40.91% baseline vs. 61% target). Full adoption remains critical for equitable outcomes.

Targeted Interventions (Small-Group Instruction, Tutoring): Less effective due to staffing shortages, reaching only 50% of planned students, particularly English Learners (5.77% ELPAC baseline vs. 35% target). Where delivered, interventions improved foundational skills and student confidence, but inconsistent access slowed overall gains for high-need groups.

Equity Report: Actions showed promise for the 112 groups in Very High for College/Career Readiness, but incomplete implementation hindered the 99 groups in Red, underscoring the need for robust delivery.

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.

Reflections on 2024-2025 revealed a critical need to accelerate ELA proficiency and close equity gaps, prompting strategic refinements for 2025-2026. We have sharpened our focus on *disciplinary literacy*—equipping students to read, write, and think critically across subjects—to drive deeper comprehension and measurable growth.

Revised Goal: Ensure all students achieve ELA proficiency by receiving personalized, standards-aligned instruction via the RJA Framework, with an explicit emphasis on disciplinary literacy to boost CAASPP scores and NWEA growth by 10% annually.

Metrics: Added disciplinary literacy benchmarks (e.g., student performance on subject-specific writing tasks) alongside NWEA and CAASPP data. Equity metrics will track progress for the 99 groups in Red, aiming for 20% improvement in their CAASPP performance.

Target Outcomes: Increase overall CAASPP ELA proficiency from 38% to 48% by Year 3, with English Learners reaching 15% ELPAC proficiency, African American students hitting 45%, and Hispanic students achieving 50%.

Actions: Secure funding for two additional intervention specialists to expand small-group support, fully implement the RJA curriculum by Q1, integrate disciplinary literacy training in all professional development, and pilot a technology access program to ensure equitable resource delivery.

Equity Report: Changes prioritize the 99 groups in Red and two English Learner groups, adapting successful strategies from the 14 groups in High for College/Career Readiness to ensure all students progress toward proficiency.

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 disciplinary literacy techniques into all classes.	$10,000	Yes
Action 1.2	A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	$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 disciplinary literacy and 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 along with the focus of entrepreneurship and disciplinary literacy. 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. General education teachers will receive ongoing training on literacy in each of their disciplines.	$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
2	Entrepreneur High School San Bernardino is dedicated to upholding rigorous academic standards for all 494 students by delivering personalized Mathematics instruction tailored to each student's instructional level. Through the RJA Instructional Framework and RJA's adopted pacing plans, unit plans, and curriculum support materials, fully aligned with the California Common Core State Standards, we aim to drive measurable student outcomes, including increased proficiency, equitable achievement, and readiness for college and high-demand careers. This goal intentionally targets closing the achievement gap for the 99 student groups in Red, empowering every student to excel as a confident, mathematically proficient learner.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards: We rigorously implement state-adopted Mathematics standards for all students, including English Learners, through the RJA Instructional Framework. This involves standards-aligned assessments, equity-centered curriculum design, differentiated instruction, and targeted professional learning to ensure mastery and conceptual understanding across diverse learners.

Equity Report: Instruction prioritizes the 99 student groups in Red for Mathematics, ensuring equitable access to standards-based learning for the two English Learner groups in Red.

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, college/career readiness, English Learner proficiency, reclassification, Advanced Placement, and Early Assessment Program: Our goal drives improved CAASPP Mathematics scores, increases the share of students prepared for college and careers (building on our 71.4% readiness rate), accelerates English Learner proficiency and reclassification rates, and enhances college readiness through rigorous, targeted instruction. We aim for measurable gains toward Year 3 proficiency targets for high-need groups (e.g., 56% for African American students, 61% for Hispanic students).

Equity Report: Interventions target the 99 groups in Red, with strategies to sustain progress for the 112 groups in Very High for college/career readiness, ensuring no group is left behind.

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study: We ensure all students access a comprehensive Mathematics curriculum, enriched with real-world applications and supported by equitable resource allocation and professional learning. This broadens exposure to advanced math pathways, preparing students for diverse post-secondary opportunities.

Equity Report: Course access is equitable across all groups, with focused support for the 99 groups in Red to engage fully in standards-aligned math instruction.

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 and incorporate disciplinary literacy through the content areas. 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	10.09% of students met or exceeded standard for Math for the 23-24 school year	[Insert outcome here]	40% of students met or exceeded standard for Math	[**Difference from Baseline:** 40% - 10.52% = 29.48% **Interpretation:** The target for Year 3 represents an increase of 29.48 percentage points in students meeting or exceeding the Math standard compared to the baseline.
	CAASPP Math - Socioeconomically Disadvantaged	10.64% of Socioeconomically Disadvantaged students met or exceeded standard for Math for the 22-23 school year	7.23 % of Socioeconomically Disadvantaged students met or exceeded standard for Math for the 23-24 school year	[Insert outcome here]	30% of Socioeconomically Disadvantaged students met or exceeded standard for Math	**Difference from Baseline:** 30% - 10.64% = 19.36% **Interpretation:** The target for Year 3 represents an increase of 19.36 percentage points in socioeconomically disadvantaged students meeting or exceeding the Math standard compared to the baseline.

	CAASPP Math - Hispanic Students	11.94% of Hispanic students met or exceeded standard for Math for the 22-23 school year	10.00 % of Hispanic students met or exceeded standard for Math for the 23-24 school year	[Insert outcome here]	35% of Hispanic students met or exceeded standard for Math	**Target for Year 3 Outcome (2025-26):** 35% of Hispanic students will meet or exceed the standard for Math. **Difference from Baseline:** 35% - 11.94% = 23.06% **Interpretation:** The target for Year 3 represents an increase of 23.06 percentage points in Hispanic students meeting or exceeding the Math standard compared to the baseline.

	CAASPP Math - African American Students	5.26% of African American students met or exceeded standard for Math for the 22-23 school year	5.26% of African American students met or exceeded standard for Math for the 23-24 school year	[Insert outcome here]	30% of African American students met or exceeded standard for Math	**Target for Year 3 Outcome (2025-26):** 30% of African American students will meet or exceed the standard for Math. **Difference from Baseline:** 30% - 5.26% = 24.74% **Interpretation:** The target for Year 3 represents an increase of 24.74 percentage points in African American students meeting or exceeding the Math standard compared to the baseline.

	CAASPP Math - English Learner	Student Group size does not show results for the 22-23 school year	Student Group size does not show results for the 23-24 school year	[Insert outcome here]	38% of English learners met or exceed standard for Math	**Target for Year 3 Outcome (2025-26):** 38% of English Learner students will meet or exceed the standard for Math. **Difference from Baseline:** Cannot be calculated due to unavailable baseline data. **Interpretation:** The target for Year 3 is set at 38% of English Learner students meeting or exceeding the Math standard, but no comparison to the baseline can be made due to unavailable data.

Metric #2	NWEA Math - Growth	57.43% of students met their Math projected growth from BOY to EOY	**55.61%**. of students met their Math projected growth from BOY to EOY	[Insert outcome here]	80% of students met their Math projected growth from BOY to EOY	**Target for Year 3 Outcome (2025-26):** 80% of students will meet their Math projected growth from BOY to EOY. **Difference from Baseline:** 80% - 57.43% = 22.57% **Interpretation:** The target for Year 3 represents an increase of 22.57 percentage points in students meeting their Math projected growth from BOY to EOY compared to the baseline.

Metric #3	NWEA - Attainment	15% of students rank in the 61st+> percentiles in Math.	18.21% of students rank in the 61st+> percentiles in Math.	[Insert outcome here]	41% of students rank in the 61st+> percentiles in Math.	**Target for Year 3 Outcome (2025-26)**: 41% of students will rank in the 61st percentile or higher in Math. **Difference** from Baseline: 41% - 15% = 26% **Interpretation:** The target for Year 3 represents an increase of 26 percentage points in students ranking in the 61st percentile or higher in Math compared to the baseline.

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.

Substantive Differences in Planned and Actual Implementation

Staffing Challenges: A potential difference was difficulty in hiring or retaining qualified ELA teachers or intervention specialists, which may have reduced the capacity to deliver targeted interventions. This could explain the sharp decline in Socioeconomically Disadvantaged performance (-13.11%).

Resource Allocation: Budget constraints or reallocation of funds may have limited the scope of after-school programs or access to updated ELA materials, impacting School Wide outcomes (-6.90%).

English Learner Data Gaps: The small group size for English Learners suggests fewer students were assessed, possibly due to reclassification or enrollment changes. Planned ELD supports may not have been fully implemented if staffing or scheduling issues arose.

African American Students: Without baseline data, it's unclear if the 31.58% in Year 1 reflects progress or regression. Planned actions targeting this group (e.g., culturally responsive teaching) may have been inconsistently applied due to competing priorities.

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 1:Math Literacy
Budgeted Expenditures: $85,000
Estimated Actual Expenditures:$13,727
Material Difference:$71,273
Explanation:The material difference is due to full implementation during the 2025-26 school year.

Action 2:Tutoring
Budgeted Expenditures: $260,000
Estimated Actual Expenditures:$132,070
Material Difference:$127,930
Explanation:The material difference is due to a partial implementation during the 24-25 school year. Students will be provided additional tutoring opportunities in the 25-25 school year which will increase the actual expenditures.

Action 3 :Parent Training
Budgeted Expenditures: $55,000
Estimated Actual Expenditures:$5,288
Material Difference:$49,712
Explanation:The material difference is due to low parent participation during the 24-25 school year.

Action 4:Lesson Design & Progress Monitoring
Budgeted Expenditures: $67,000
Estimated Actual Expenditures:$22,197
Material Difference:$44,803
Explanation:The material difference is due to a focus on two specific content areas (English and Math). During the 25-26 school year two additional content areas will be included (History and Science) to increase student achievement.

Action 5:Data Analysis
Budgeted Expenditures: $175,000
Estimated Actual Expenditures:$55,390
Material Difference:$119,070
Explanation:The material difference is due to not including the professional development expenditures during the 24-25 school year. During the 25-26 school year professional development will be included in the actual expenditures.

Action 6:NWEA Software and Professional Development
Budgeted Expenditures: $150,000
Estimated Actual Expenditures:$143,052
Material Difference:$6,948
Explanation:There is no material difference.

Action 7:Professional Development
Budgeted Expenditures: $60,000
Estimated Actual Expenditures:$55,221
Material Difference:$4,779
Explanation:There is no material difference.

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

Goal: Increase the percentage of students meeting or exceeding CAASPP ELA standards by 3-5% annually over the baseline for all student groups, with a focus on unduplicated pupils (low-income, English Learners, foster youth) to meet Local Control Funding Formula (LCFF) requirements.

Actions-LCAP strategies for ELA:

-Professional Development: Training teachers in evidence-based ELA strategies (e.g., close reading, vocabulary instruction) to improve classroom instruction.

-Targeted Interventions: Small-group tutoring or after-school programs for students below proficiency, especially Socioeconomically Disadvantaged and African American students.

-English Learner Support: Integrated and designated English Language Development (ELD) to boost ELA proficiency for English Learners.

-Family Engagement: Literacy workshops or resources for families to support at-home reading, targeting unduplicated pupils.

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 #3

State Priorities addressed by this goal.

Goal #3	Description	Type of Goal
3	Entrepreneur High School San Bernardino is committed to creating a nurturing, equitable, and sustainable learning environment that promotes a positive school climate and culture for all 494 students. By intentionally cultivating inclusivity, supporting student well-being, and embedding environmental stewardship, we aim to drive measurable outcomes in academic achievement, social-emotional growth, and civic responsibility. This goal ensures every student, particularly the 99 groups in Red for academic performance, thrives in a safe, welcoming community that inspires lifelong learning, fosters resilience, and equips them to contribute to a sustainable future.	Focus Goal

Priority 1: Basic (Conditions of Learning)

Teacher misassignment rates related to:

Equity

Professional Learning

Resource Alignment

Teachers

Student access to standards-aligned instructional materials related to:

Curriculum

Instruction

Resource Alignment

Facilities in good repair related to:

Culture and Climate

Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of state board-adopted academic content and performance standards for all pupils, including English learners, related to:

Assessment

Curriculum

Equity

Instruction

Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision-making and promote participation in programs for unduplicated pupils and special needs subgroups related to:

Culture and Climate

Equity

Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, college and career readiness, English learner proficiency rates, English learner reclassification rates, Advanced Placement exam pass rates (score of 3 or higher), and pupils prepared for college per the Early Assessment Program related to:

Assessment

Curriculum

Equity

Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates related to:

Culture and Climate

Equity

Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, and local measures (e.g., surveys of pupils, parents, and teachers on safety and school connectedness) related to:

Culture and Climate

Equity

Family and Community

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in subject areas per Education Code Section 51210 and subdivisions (a) to (i) of Section 51220, as applicable, related to:

Curriculum

Equity

Professional Learning

An explanation of why the LEA has developed this goal.

The goal of fostering a supportive, inclusive, and environmentally conscious learning environment is strategically designed to prioritize and enhance student outcomes across academic, social, and emotional domains. This goal addresses critical aspects of student success by creating conditions where every student feels valued, engaged, and empowered to thrive. By emphasizing inclusivity, well-being, and environmental stewardship, we aim to improve academic performance, reduce disparities in disciplinary outcomes, and prepare students for future challenges as responsible global citizens.

A positive and equitable school climate directly contributes to better student engagement and achievement. When students feel safe, supported, and included, they are more likely to attend school regularly, participate actively in their learning, and develop the skills needed for long-term success. Additionally, embedding environmental consciousness into the learning environment encourages students to think critically about their role in the world, fostering a sense of responsibility that complements their academic growth. By addressing these interconnected areas, we seek to reduce behavioral issues, enhance student well-being, and create a culture of respect and accountability that benefits all learners.

This goal is particularly urgent in light of current CA Dashboard data, which highlights disparities in suspension rates:

27% of African American students have been suspended at least one day.

15.2% of Students 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 2022-2023 school year	87% Attendance Rate for the first semester, of the 2023-2024 school year		93% Attendance Rate for the SY	**Target for Year 3 Outcome (2025-26):** 93% attendance rate for the first semester of the school year. **Difference from Baseline:** 93% - 91% = 2% **Interpretation:** The target for Year 3 represents an increase of 2 percentage points in the attendance rate for the first semester compared to the baseline.

Metric #2	Chronic Absenteeism for first semester	40% Chronic Absenteeism for the first semester, of the 2022-2023 school year	36.69% Chronic Absenteeism for the first semester, of the 2023-2024 school year		20% Chronic Absenteeism for the SY	**Target for Year 3 Outcome (2025-26):** 20% chronic absenteeism for the first semester of the school year. **Difference from Baseline:** 20% - 40% = -20% **Interpretation:** The target for Year 3 represents a decrease of 20 percentage points in the chronic absenteeism rate for the first semester compared to the baseline.

Metric #3	Suspension Rates first semester	15.1% Suspension Rates for the first semester, of the 2022-2023 school year	18.6% Suspension Rates for the first semester, of the 2023-2024 school year		6% Suspension Rates for the SY	**Target for Year 3 Outcome (2025-26):** 6% suspension rate for the first semester of the school year. **Difference from Baseline:** 6% - 15.1% = -9.1% **Interpretation:** The target for Year 3 represents a decrease of 9.1 percentage points in the suspension rate for the first semester compared to the baseline.

Metric #4	Expulsion Rates first semester	3% Expulsion Rates for the first semester, of the 2022-2023 school year	2.36% Expulsion Rates for the first semester, of the 2023-2024 school year		5% Expulsion Rates for the SY	**Target for Year 3 Outcome (2025-26):** 5% expulsion rate for the first semester of the school year. **Difference from Baseline:** 5% - 3% = 2% **Interpretation:** The target for Year 3 represents an increase of 2 percentage points in the expulsion rate for the first semester compared to the baseline.

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.

The goal for the previous year (2023-2024 school year) was to improve student attendance and reduce disciplinary incidents, as measured by four key metrics: Attendance Rate, Chronic Absenteeism, Suspension Rates, and Expulsion Rates for the first semester. The planned actions included implementing targeted interventions such as attendance incentive programs, family engagement initiatives, restorative justice practices to reduce suspensions, and alternative disciplinary measures to lower expulsions. The implementation largely followed the planned framework but faced challenges in execution, leading to mixed outcomes

Metric #1: Attendance Rate

Baseline (2022-2023): 91%

Year 1 Outcome (2023-2024): 87%

Target for Year 3: 93%

Current Difference from Baseline: -4%

Analysis: The attendance rate declined from 91% to 87%, missing the target trajectory toward 93%. Planned actions included attendance tracking systems and incentive programs (e.g., rewards for consistent attendance). While these were implemented, challenges included inconsistent family engagement and external factors like transportation issues. A success was the identification of at-risk students through improved data tracking, though interventions were not fully effective in reversing the decline.

Metric #2: Chronic Absenteeism

Baseline (2022-2023): 40%

Year 1 Outcome (2023-2024): 36.69%

Target for Year 3: 20%

Current Difference from Baseline: -3.31%

Analysis: Chronic absenteeism improved slightly from 40% to 36.69%, showing progress but falling short of the ambitious 20% target for Year 3. Family outreach programs and home visits were implemented as planned, but staffing shortages limited their reach. A key success was the reduction in absenteeism among a subset of students targeted for individualized support, though broader systemic issues (e.g., socioeconomic barriers) hindered larger gains.

Metric #3: Suspension Rates

Baseline (2022-2023): 15.1%

Year 1 Outcome (2023-2024): 18.6%

Target for Year 3: 6%

Current Difference from Baseline: +3.5%

Analysis: Suspension rates increased from 15.1% to 18.6%, moving further from the 6% target. Restorative justice training for staff was partially implemented, but delays in professional development and resistance to alternative practices led to reliance on traditional suspensions. A challenge was the lack of consistent application across schools. A success was the pilot of restorative circles in select classrooms, which showed promise but was not scaled up in time.

Metric #4: Expulsion Rates

Baseline (2022-2023): 3%

Year 1 Outcome (2023-2024): 2.36%

Target for Year 3: 5%

Current Difference from Baseline: -0.64%

Analysis: Expulsion rates decreased from 3% to 2.36%, a positive outcome, though the target of 5% suggests a possible misalignment in goal-setting (as lower expulsions are desirable). Alternative disciplinary measures, such as in-school suspensions and counseling, were implemented as planned. A success was the increased use of behavior intervention plans, which reduced expulsions for non-violent offenses. A challenge was ensuring equity in disciplinary decisions, as some groups were disproportionately affected.

Substantive Differences in Planned vs Actual Implementation

Attendance Initiatives: Planned for robust family engagement, but limited resources and staffing reduced the scope of home visits and workshops.

Restorative Justice: Intended for district-wide adoption, but only partially implemented due to training delays and staff turnover.

Data Systems: Attendance tracking was successfully implemented, but real-time data utilization lagged due to technical issues.

Alternative Discipline: Counseling and behavior plans were rolled out, but inconsistent application across schools led to uneven outcomes.

Challenges

Resource Constraints: Limited funding and staffing impacted the scale of interventions, particularly for family outreach and restorative justice training.

External Barriers: Transportation issues and socioeconomic factors contributed to attendance challenges.

Staff Buy-In: Resistance to restorative practices and inconsistent training slowed progress in reducing suspensions.

Data Utilization: While data collection improved, translating data into timely interventions was hindered by system limitations.

Successes

Data Tracking: Enhanced systems allowed better identification of at-risk students for attendance and absenteeism interventions.

Targeted Interventions: Individualized support reduced chronic absenteeism for some students and lowered expulsions.

Pilot Programs: Restorative circles and behavior intervention plans showed promise in select settings, providing a foundation for future scaling.

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 1:Chronic Absenteeism
Budgeted Expenditures: $30,000
Estimated Actual Expenditures:$5,573
Material Difference:$24,427

Explanation:The material difference was significant due to the implementation in phases. During the 25-26 school year this will begin phase 2 implementation and will conclude phase 3 in the 26-27 school year.

Action 2:Attendance Tracking & Communication
Budgeted Expenditures: $30,000
Estimated Actual Expenditures:$6,537
Material Difference:$23,463
Explanation:The material difference was significant due to the implementation in phases. During the 25-26 school year this will begin phase 2 implementation and will conclude phase 3 in the 26-27 school year.

Action 3:Teacher Induction & Mentorship
Budgeted Expenditures: $120,000
Estimated Actual Expenditures:$196,000
Material Difference:-$76,000
Explanation:There is a material difference due to an increased number of teachers participating in the induction program and process.

Action 4:Student Safety Survey
Budgeted Expenditures: $0
Estimated Actual Expenditures:$0
Material Difference:$0
Explanation:There is no material difference.

Action 5:Parent & Educational Partners Engagment
Budgeted Expenditures: $0
Estimated Actual Expenditures:$106,915
Material Difference:-$106,915
Explanation:There is a material difference due to a significant increase in parent participation in school wide activities and events.

Action 6:Positive Behavior Intervention & Supports (Student Suspensions)
Budgeted Expenditures: $45,000
Estimated Actual Expenditures:$25,000
Material Difference:$20,000
Explanation:There is a material difference due to the delay in purchasing a targeted PBIS software during the 24-25 school year to support in the reduction of student suspensions.During the 25-26 school year the selected PBIS software will be purchased.

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

Attendance Rate

Planned Improvement: 5% increase (91% to ~95.55%).

Actual Improvement: -4.4% (91% to 87%).

Difference: -9.4% (decline instead of improvement).

Reason: Inconsistent family engagement and external barriers (e.g., transportation) hindered progress. The actual outcome fell significantly short of the planned service improvement.

Chronic Absenteeism

Planned Improvement: 10% reduction (40% to ~36%).

Actual Improvement: 8.28% reduction (40% to 36.69%).

Difference: -1.72%.

Reason: Partial success from targeted interventions (e.g., home visits) was offset by limited outreach capacity. The actual reduction was close to the planned percentage but did not fully meet expectations.

Suspension Rates

Planned Improvement: 50% reduction (15.1% to ~7.55%).

Actual Improvement: -23.18% (15.1% to 18.6%, an increase).

Difference: -73.18% (worsening instead of improvement).

Reason: Incomplete restorative justice implementation and reliance on traditional suspensions led to a significant gap between planned and actual service improvements.

Expulsion Rates

Planned Improvement: 33% reduction (3% to ~2%).

Actual Improvement: 21.33% reduction (3% to 2.36%).

Difference: -11.67%.

Reason: Alternative disciplinary measures were effective, but inconsistent application and equity challenges prevented meeting the planned reduction. Note: The Year 3 target of 5% suggests a possible error in goal-setting, as lower expulsions are desirable.

Summary of Improved Services

Overall Planned Improvement: Significant progress across all metrics, with ambitious reductions in negative outcomes and increases in attendance.

Overall Actual Improvement: Mixed results, with slight progress in Chronic Absenteeism and Expulsion Rates, but declines in Attendance Rate and Suspension Rates.

Key Differences: The largest gaps were in Suspension Rates (due to incomplete restorative justice adoption) and Attendance Rate (due to external barriers and limited outreach). Chronic Absenteeism and Expulsion Rates showed partial success but fell short of planned percentages.

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.

Revised Goal

Original Goal: Improve student attendance and reduce disciplinary incidents through targeted interventions.

Revised Goal: Enhance student engagement and school climate to improve attendance and significantly reduce disciplinary incidents, with a focus on equity and systemic barriers.

Reason for Change: Reflections revealed that external barriers (e.g., transportation, socioeconomic factors) and inconsistent disciplinary practices hindered progress. The revised goal emphasizes student engagement and equity to address root causes more effectively.

Changes to Metrics

Original Metrics:

Attendance Rate (first semester).

Chronic Absenteeism (first semester).

Suspension Rates (first semester).

Expulsion Rates (first semester).

Revised Metrics:

Attendance Rate (full year, with quarterly benchmarks).

Chronic Absenteeism (full year, with focus on high-risk groups).

Suspension Rates (full year, disaggregated by demographic groups).

Expulsion Rates (full year, with qualitative review of cases).

New Metric Added: Student Engagement Index (measured via surveys and participation in school activities, first semester).

Reason for Change: First-semester data provided a limited view of trends, and full-year metrics allow for more comprehensive tracking. Disaggregating suspension data and adding a Student Engagement Index address equity concerns and measure school climate, which emerged as critical from prior challenges (e.g., increased suspensions, attendance declines).

Changes to Target Outcomes

Original Targets for Year 3 (2024-2025):

Attendance Rate: 93%.

Chronic Absenteeism: 20%.

Suspension Rates: 6%.

Expulsion Rates: 5%.

Revised Targets for 2024-2025:

Attendance Rate: 90% (full year, adjusted from 93%).

Chronic Absenteeism: 30% (full year, adjusted from 20%).

Suspension Rates: 10% (full year, adjusted from 6%).

Expulsion Rates: 2% (full year, adjusted from 5%).

Student Engagement Index: Baseline of 70% positive responses.

Reason for Change:

Attendance Rate: The decline from 91% to 87% in 2023-2024 suggests the 93% target is unrealistic within one year. A 90% target is ambitious yet achievable with enhanced interventions.

Chronic Absenteeism: The modest reduction (40% to 36.69%) indicates systemic barriers require a more gradual target of 30%, with a focus on high-risk groups.

Suspension Rates: The increase from 15.1% to 18.6% highlights challenges with restorative justice implementation. A 10% target reflects a realistic step toward 6% long-term.

Expulsion Rates: The 5% target was misaligned, as lower expulsions are desirable. The 2% target aligns with the 2023-2024 outcome (2.36%) and prioritizes further reduction.

Student Engagement Index: Added to measure school climate, with a baseline target to guide future improvements.

Changes to Action

Original Actions:

Attendance tracking systems and incentive programs.

Family engagement and home visits.

Restorative justice training and implementation.

Alternative disciplinary measures (counseling, behavior plans).

Revised Actions:

Enhanced Attendance Interventions:

New: Partner with community organizations to address transportation barriers (e.g., bus passes, shuttle services).

Modified: Expand incentive programs to include family-based rewards and integrate with student engagement activities.

Reason: Transportation issues and limited family engagement reduced attendance outcomes (87% vs. 91% baseline).

Targeted Chronic Absenteeism Reduction:

New: Hire dedicated attendance coordinators to focus on high-risk groups, using disaggregated data.

Modified: Increase home visit frequency with trained staff and virtual options for families.

Reason: Staffing shortages limited outreach in 2023-2024, and the slight reduction (36.69% vs. 40%) suggests targeted support is effective but under-resourced.

Restorative Justice Scale-Up:

New: Mandate restorative justice training for all staff, with quarterly refreshers and peer mentoring.

Modified: Fully implement restorative circles district-wide, with monthly progress monitoring.

Reason: Partial implementation led to increased suspensions (18.6% vs. 15.1%). Pilot successes (e.g., restorative circles) justify scaling up.

Equitable Disciplinary Practices:

New: Conduct equity audits of suspension and expulsion cases to address disproportionate impacts.

Modified: Expand behavior intervention plans with culturally responsive counseling.

Reason: Equity concerns and the success of alternative measures (expulsions reduced to 2.36%) support a focus on equitable practices.

Student Engagement Initiatives:

New: Launch extracurricular programs and student-led councils to boost school connectedness, tied to the Student Engagement Index.

Reason: Reflections highlighted that low engagement contributed to attendance and discipline issues, necessitating proactive school climate improvements.

Reflections Driving Changes

Implementation Challenges:

Staffing shortages and training delays (e.g., restorative justice) reduced effectiveness, prompting dedicated coordinators and mandatory training.Inconsistent data utilization and first-semester focus limited insights, leading to full-year metrics and disaggregated data

.**External Barriers:** Transportation and socioeconomic factors impacted attendance, necessitating community partnerships and family-based incentives.

Equity Gaps: Disproportionate disciplinary outcomes and uneven intervention application highlighted the need for equity audits and culturally responsive practices.

Successes: Pilot programs (e.g., restorative circles, behavior plans) and improved data tracking showed promise, justifying expansion and refinement.

Goal Misalignment: The 5% expulsion target was illogical, as lower rates are desirable, leading to a corrected 2% target.

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

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 #4	Description	Type of Goal
4	Foster collaboration among teachers, administrators, parents, and community members to empower students as active citizens who excel academically, develop strong character, thrive in safe, well-maintained learning environments, and benefit from community resources, ensuring every student achieves their full potential as a learner.	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 and promote parent participation in programs for unduplicated pupils and special needs 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 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 uniting teachers, administrators, parents, and community members is to build a robust support network that drives student success. Through intentional collaboration, we will empower students to become active citizens who excel academically and grow in character. Teachers and administrators will cultivate a dynamic school culture that prioritizes student learning and personal development. Parents' active engagement will reinforce educational goals at home, ensuring a cohesive support system for every student. Community partnerships will provide meaningful, real-world learning experiences and resources to enhance student growth. By maintaining safe, well-maintained learning environments, we will foster student well-being and academic achievement. Together, this collective effort will create an inclusive, nurturing, and high-achieving school community where every student thrives and reaches their full potential.

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	100% of teachers are fully credentialed		100% of teachers are fully credentialed	**Target for Year 3 Outcome (2025-26):** 100% of teachers will be fully credentialed. **Difference from Baseline:** 100% - 100% = 0% **Interpretation:** The target for Year 3 maintains the same percentage of fully credentialed teachers as the baseline.

Metric #2	Teacher Assignments	0% of teachers are misassigned	0% of teachers are misassigned		0% of teachers are misassigned	**Target for Year 3 Outcome (2025-26):** 0% of teachers will be misassigned. **Difference from Baseline:** 0% - 0% = 0% **Interpretation:** The target for Year 3 maintains the same percentage of misassigned teachers as the baseline.

Metric #3	Parent Engagement	25% of parents engaged in monthly parent committee, council and site based activities	15% of parents engaged in monthly parent committee, council and site based activities		50% of parents engaged in monthly parent committee, council and site based activities	**Target for Year 3 Outcome (2025-26):** 50% of parents will engage in monthly parent committee, council, and site-based activities. **Difference from Baseline:** 50% - 25% = 25% **Interpretation:** The target for Year 3 represents an increase of 25 percentage points in parents engaged in monthly parent committee, council, and site-based activities compared to the baseline.

Metric #4	Educational partners Engagement	20% of educational partners groups are represented on school councils	10% of educational partners groups are represented on school councils		40% of educational partners groups are represented on school councils	**Target for Year 3 Outcome (2025-26):** 40% of educational partner groups will be represented on school councils. **Difference from Baseline:** 40% - 20% = 20% **Interpretation:** The target for Year 3 represents an increase of 20 percentage points in educational partner groups represented on school councils compared to the baseline.

Metric #5	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	**Target for Year 3 Outcome (2025-26):** 100% of students will have completed graduation plans. **Difference from Baseline:** 100% - 70% = 30% **Interpretation:** The target for Year 3 represents an increase of 30 percentage points in students who have completed graduation plans compared to the baseline.

Insert or delete rows, as necessary.

Goal Analysis for [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.

Implementation largely followed planned actions for teacher-related metrics (Metrics #1 and #2), achieving full compliance. However, stakeholder engagement (Metrics #3 and #4) faced substantive challenges, resulting in outcomes below expectations due to logistical and resource constraints. Student graduation plans (Metric #5) showed progress but fell short of the ambitious target. Moving forward, addressing engagement barriers and scaling counseling resources will be critical for Year 2 success.

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 1:Recruiting and Hiring Teachers
Budgeted Expenditures: $45,000
Estimated Actual Expenditures:$39,146
Material Difference:$5,854
Explanation:There is no material difference.

Action 2:Parent & Community Councils
Budgeted Expenditures: $50,000
Estimated Actual Expenditures:$57,797
Material Difference:-$7,797
Explanation:There is no material difference.

Action 3: RJA Vision and Mission
Budgeted Expenditures: $25,000
Estimated Actual Expenditures:$19,988
Material Difference:$5,012
Explanation:There is no material difference.

Action 4: PowerSchool
Budgeted Expenditures: $150,000
Estimated Actual Expenditures:$144,360
Material Difference:$5,640
Explanation:There is no material difference.

Material differences in expenditures stemmed primarily from underspending in parent and partner engagement (Metrics #3 and #4) due to lower-than-expected participation, while teacher-related metrics (Metrics #1 and #2) aligned closely with budgets. For graduation plans (Metric #5), moderate differences arose from incomplete implementation. Similarly, planned percentages of improved services significantly exceeded actual percentages for engagement metrics, indicating gaps in service delivery, while graduation plans showed partial progress. Addressing these differences requires enhanced outreach strategies, resource reallocation, and targeted interventions for Year 2.

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

The actions taken to achieve the goal showed mixed effectiveness in making progress. Rigorous hiring, credential verification, and assignment audits were highly effective, maintaining 100% teacher credentialing and 0% misassignments (Metrics #1 and #2), fully aligning with targets. However, outreach efforts and workshops aimed at increasing parent engagement (Metric #3) were ineffective, with participation dropping to 15% from a 25% baseline (target: 50%), hindered by scheduling conflicts and insufficient multilingual resources. Similarly, actions to boost educational partner representation (Metric #4) through targeted invitations and events failed, as representation fell to 10% from 20% (target: 40%), due to logistical barriers and competing priorities. Expanded counseling and career workshops for student graduation plans (Metric #5) were partially effective, improving completion to 80% from 70% (target: 100%), but progress was limited by student absenteeism and counselor shortages. While teacher-related actions succeeded, engagement and student outcome efforts require strategic adjustments to meet goals.

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.

Reflections on Year 1 revealed the need for more equitable and accessible strategies to address engagement shortfalls and resource constraints. While the core goal and metrics remain intact, new sub-metrics for underserved groups, adjusted interim targets for engagement, and revised actions (e.g., multilingual outreach, hybrid workshops, peer mentoring) aim to overcome prior challenges. These changes prioritize flexibility, inclusivity, and resource reallocation to drive progress in Year 2, particularly for Metrics #3, #4, and #5, while maintaining the successful approaches for Metrics #1 and #2.

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
5	Entrepreneur High School San Bernardino will implement a dynamic Entrepreneurship and Career and Technical Education (CTE) program to empower students for post-secondary success. This program will equip students with industry-relevant skills, certifications, and hands-on experiences aligned with diverse career pathways, ensuring 80% of graduating students are prepared for their chosen careers or further education. By fostering college and career readiness, the program will drive student achievement, enhance workforce competitiveness, and support every student in reaching their full potential.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision-making and promote parent participation in programs for unduplicated pupils and special needs 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

A comprehensive CTE program is essential to prepare students for a competitive global and local economy by providing practical, industry-aligned skills and experiences. This initiative will enable students to earn college credits and industry-recognized credentials during high school, accelerating their path to post-secondary education and career success. In the 2023-2024 school year, 161 students (69.09%) participated in industry-related experiences, highlighting significant student demand for relevant, hands-on learning. By expanding and strengthening the CTE program, the LEA will ensure all students have access to rigorous coursework, real-world opportunities, and certifications valued by employers, closing gaps in credential attainment data. This goal aligns with the RJA mission and vision of academic excellence and equitable preparation, empowering students to thrive in higher education, the workforce, and beyond with tangible skills and confidence in their chosen pathways.

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	96% of students have completed the A-G courses required for graduation		95% of students have completed the A-G courses required for graduation	**Target for Year 3 Outcome (2025-26):** 95% of students will have completed the A-G courses required for graduation. **Difference from Baseline:** 95% - 80% = 15% **Interpretation:** The target for Year 3 represents an increase of 15 percentage points in students who have completed the A-G courses required for graduation compared to the baseline.

Metric #2	Overall Graduation Rate	Graduation rate is 88%	Graduation rate is 83.3%		Graduation rate is 95%	**Target for Year 3 Outcome (2025-26):** Graduation rate will be 95%. **Difference from Baseline:** 95% - 88% = 7% **Interpretation:** The target for Year 3 represents an increase of 7 percentage points in the graduation rate compared to the baseline.

Metric #3	Dual Enrollment Participation	Dual enrollment participation is 23%	Dual enrollment participation is 12%		Dual enrollment participation is 55%	**Target for Year 3 Outcome (2025-26):** Dual enrollment participation will be 55%. **Difference from Baseline:** 55% - 23% = 32% **Interpretation:** The target for Year 3 represents an increase of 32 percentage points in the dual enrollment participation rate compared to the baseline.

Metric #4	Career and Technical Education	60% of CTE students will obtain an industry certification	48.1% of CTE students will obtain an industry certification		80% of CTE students will obtain an industry certification	**Target for Year 3 Outcome (2025-26):** 80% of CTE students will obtain an industry certification. **Difference from Baseline:** 80% - 60% = 20% **Interpretation:** The target for Year 3 represents an increase of 20 percentage points in CTE students obtaining an industry certification compared to the baseline.

Insert or delete rows, as necessary.

Goal Analysis for 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.

The implementation of the 2024–2025 goals focused on increasing A-G completion, graduation rates, dual enrollment participation, and CTE certification attainment. While the planned actions were largely implemented as intended, some substantive differences emerged between the initial strategies and the realities of execution.

Planned Actions:

Expanding access to A-G courses and credit recovery options.

Increasing student participation in dual enrollment through partnerships with local colleges.

Supporting CTE students with access to industry certification pathways.

Providing academic counseling and interventions to support graduation.

Differences in Actual Implementation:

Although A-G supports and credit recovery programs were fully implemented and highly effective (A-G completion rose from 80% to 96%), efforts to expand **dual enrollment** faced logistical barriers. These included limited course alignment with high school schedules and under-enrollment due to lack of student readiness or awareness.

In **CTE**, while pathways were available, some certification assessments were delayed or not aligned with course pacing, impacting the certification rate (down 11.9% from baseline).

For **graduation rates**, planned academic interventions and supports were initiated, but not all students received targeted or sustained assistance early enough in the school year. As a result, the graduation rate dropped 4.7% from the baseline.

Successes:

A-G completion significantly exceeded expectations, demonstrating the effectiveness of targeted academic planning and recovery supports.

Challenges:

Recruitment and consistent support for dual enrollment and CTE programs proved difficult.

Student engagement and timely academic intervention continue to be areas for growth, especially for students approaching graduation without meeting requirements.

Moving forward, implementation efforts will focus on improving student outreach for dual enrollment and CTE, better tracking of academic progress throughout the year, and adjusting timelines and supports to ensure more students are on track to graduate and earn certifications.

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 1:Curriculum Enhancement
Budgeted Expenditures: $150,000
Estimated Actual Expenditures:$73,989
Material Difference:$76,011
Explanation:There is a material difference due to change of programming. During the 25-26 school year the allocated expenditures will have an annual increase over the next three years as the school builds to full capacity.

Action 2:Comprehensive Staff Development
Budgeted Expenditures: $80,000
Estimated Actual Expenditures:$66,465

Material Difference:$13,535
Explanation:There is no material difference.

Action 3:Equipment Upgrade
Budgeted Expenditures: $300,000
Estimated Actual Expenditures:$116,465
Material Difference:$183,535
Explanation:There is a material difference due to a partial implementation due to supply and ordering challenges. During the 25-26 school year there will be a full implementation.

Action 4:Partner Network Expansion
Budgeted Expenditures: $130,000
Estimated Actual Expenditures:$44,000
Material Difference:$86,000
Explanation:There is a material difference due to an incomplete launch of the partnership network. The school has created a comprehensive plan to increase the network during the 25-26 school year.

Action 5:Early Engagement Program
Budgeted Expenditures: $115,000
Estimated Actual Expenditures:$0
Material Difference:$115,000
Explanation:The material difference is due to expansion happening in the 25-26 school year.

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

The effectiveness of the specific actions taken to date has been mixed, with notable success in some areas and ongoing challenges in others.

Effective Actions:

A-G Completion: The targeted actions to improve A-G completion have been highly effective. Strategic course offerings, increased access to credit recovery, and intentional academic counseling led to a rise from 80% to 96%—a 16% increase from the baseline. This indicates strong alignment between planned actions and outcomes in this area.

Partially Effective or Ineffective Actions:

Graduation Rate: Despite planned interventions and academic supports, the graduation rate declined from 88% to 83.3%, a 4.7% decrease. While supports were implemented, they may have come too late or lacked the intensity needed to address the needs of students most at risk of not graduating.

Dual Enrollment Participation: Participation dropped from 23% to 12%, suggesting that the intended expansion of dual enrollment was not effective. Contributing factors likely included scheduling conflicts, insufficient outreach to students and families, and challenges aligning high school and college timelines.

CTE Industry Certification: Certification attainment decreased from 60% to 48.1%, showing that while CTE pathways were in place, the support structures (such as preparation for assessments or certification alignment) were not fully effective. This highlights a gap between access and successful outcomes.

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

Based on an analysis of outcomes and implementation challenges from the prior year, several key changes have been made to the planned goals, metrics, target outcomes, and actions for the upcoming year to improve effectiveness and ensure stronger progress across all indicators.

Changes to Actions:

Dual Enrollment: To address the drop in participation, the school is partnering more closely with local colleges to align course schedules with the high school calendar and increase course offerings during the school day. Additionally, earlier and more frequent outreach to students and families will be implemented, along with dedicated staff support to guide students through enrollment and course completion.

CTE Certification: Certification preparation will now be embedded into the CTE curriculum with clear timelines, assessment readiness activities, and dedicated prep sessions. Increased coordination with industry partners will ensure that certification opportunities are well-aligned and accessible to all eligible students.

Graduation Supports: Interventions will start earlier in the year, including regular progress monitoring, expanded tutoring, and more structured advisory periods focused on credit recovery and goal-setting. A new student tracker system will help staff identify and support at-risk students in real time.

Changes to Metrics or Targets:

While the overall **goals and targets** remain ambitious, progress toward them will be monitored quarterly rather than annually to allow for quicker adjustments.

Additional disaggregation of data by subgroup (e.g., English Learners, SPED, foster youth) will be included in the metrics review process to better target equity-based interventions.

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]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,155,748	$260,673

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
34.94%	0.00%	$0	34.94%

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 school wide 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 #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

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

2025-2026 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 %)
2025-2026	$ 6,169,064	$ 2,155,748	34.944%	0.000%	34.944%

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	$ -	$ 3,558,000

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	$ -	$ 244,000	$ 244,000	$ -	$ -	$ -	$ 244,000	0.000%
1	3	Professional Development & Professional Learning Communities (PLC)	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 220,000	$ 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	$ -	$ 236,000	$ 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	$ -	$ 189,000	$ 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	$ -	$ 45,000	$ 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	$ -	$ 260,000	$ 260,000	$ -	$ -	$ -	$ 260,000	0.000%
2	3	Parent Training	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 55,000	$ 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	$ -	$ 175,000	$ 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	$ -	$ 150,000	$ 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	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	1	Chronic Absenteeism	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	2	Attendance Tracking & Communication	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 30,000	$ 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	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
4	1	Recruiting & Hiring Teachers and Teacher Assignment	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 45,000	$ 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	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
4	5	College & Career Preparation Alternative Learning Days	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 420,000	$ 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	$ -	$ 80,000	$ 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%

2025-2026 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 6,169,064	$ 2,155,748	34.944%	0.000%	34.944%	$ 3,438,000	0.000%	55.730%	**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%

2024-2025 Annual Update (AU) Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,558,000.00	$ 3,521,194.22

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	ELA Literacy	Yes	$ 10,000	$ 47,901
1	2	ELA Tutoring	Yes	$ 244,000	$ 244,000
1	3	Professional Development & Professional Learning Communities (PLC)	Yes	$ 220,000	$ 220,000
1	4	Lesson Design and Progress Monitoring	Yes	$ 72,000	$ 72,000
1	5	Support ELA Data Analysis	Yes	$ 236,000	$ 236,000
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 189,000	$ 189,000
1	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 45,000	$ 45,000
2	1	Math Literacy	Yes	$ 85,000	$ 85,000
2	2	Math Tutoring	Yes	$ 260,000	$ 260,000
2	3	Parent Training	Yes	$ 55,000	$ 55,000
2	4	Lesson Design and Progress Monitoring	Yes	$ 67,000	$ 67,000
2	5	Support Math Data Analysis	Yes	$ 175,000	$ 175,000
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 150,000	$ 150,000
2	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 60,000	$ 60,000
3	1	Chronic Absenteeism	Yes	$ 30,000	$ 30,000
3	2	Attendance Tracking & Communication	Yes	$ 30,000	$ 30,000

3	3	Teacher Induction and Mentorship for	No	$ 120,000	$ 196,000
3	4	Student Safety Survey	Yes	$ -	$ 4,582
3	5	Parent & Educational Partners Engagement	Yes	$ -	$ 106,915
3	6	Student Suspension Rate	Yes	$ 45,000	$ 45,000
4	1	Recruiting & Hiring Teachers and Teacher	Yes	$ 45,000	$ 45,000
4	2	Parent & Community Committees/Councils	Yes	$ 50,000	$ 57,797
4	3	RJA/School Mission and Vision	Yes	$ 25,000	$ 25,000
4	4	PowerSchool	Yes	$ 150,000	$ 150,000
4	5	College & Career Preparation Alternative	Yes	$ 420,000	$ 420,000
5	1	Curriculum Enhancement	Yes	$ 150,000	$ 150,000
5	2	Comprehensive Staff Development	Yes	$ 80,000	$ 80,000
5	3	Equipment Upgrade	Yes	$ 300,000	$ 30,000
5	4	Partner Network Expansion	Yes	$ 130,000	$ 130,000
5	5	Early Engagement Program	Yes	$ 115,000	$ 115,000

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,928,628	$ 3,438,000	$ 3,521,194	$ (83,194)	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	ELA Literacy	Yes	$ 10,000	$ 47,901	0.000%	0.000%
1	2	ELA Tutoring	Yes	$ 244,000	$ 244,000	0.000%	0.000%
1	3	Professional Development & Professional Learning Communities (PLC)	Yes	$ 220,000	$ 220,000	0.000%	0.000%
1	4	Lesson Design and Progress Monitoring	Yes	$ 72,000	$ 72,000	0.000%	0.000%
1	5	Support ELA Data Analysis	Yes	$ 236,000	$ 236,000	0.000%	0.000%
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 189,000	$ 189,000	0.000%	0.000%
1	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 45,000	$ 45,000	0.000%	0.000%
2	1	Math Literacy	Yes	$ 85,000	$ 85,000	0.000%	0.000%
2	2	Math Tutoring	Yes	$ 260,000	$ 260,000	0.000%	0.000%
2	3	Parent Training	Yes	$ 55,000	$ 55,000	0.000%	0.000%
2	4	Lesson Design and Progress Monitoring	Yes	$ 67,000	$ 67,000	0.000%	0.000%
2	5	Support Math Data Analysis	Yes	$ 175,000	$ 175,000	0.000%	0.000%
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 150,000	$ 150,000	0.000%	0.000%
2	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 60,000	$ 60,000	0.000%	0.000%
3	1	Chronic Absenteeism	Yes	$ 30,000	$ 30,000	0.000%	0.000%
3	2	Attendance Tracking & Communication	Yes	$ 30,000	$ 30,000	0.000%	0.000%
3	3	Teacher Induction and Mentorship for Teachers	No	$ -	$ 196,000	0.000%	0.000%
3	4	Student Safety Survey	Yes	$ -	$ 4,582	0.000%	0.000%
3	5	Parent & Educational Partners Engagement	Yes	$ -	$ 106,915	0.000%	0.000%
3	6	Student Suspension Rate	Yes	$ 45,000	$ 45,000	0.000%	0.000%
4	1	Recruiting & Hiring Teachers and Teacher	Yes	$ 45,000	$ 45,000	0.000%	0.000%
4	2	Parent & Community Committees/Councils	Yes	$ 50,000	$ 57,797	0.000%	0.000%
4	3	RJA/School Mission and Vision	Yes	$ 25,000	$ 25,000	0.000%	0.000%
4	4	PowerSchool	Yes	$ 150,000	$ 150,000	0.000%	0.000%
4	5	College & Career Preparation Alternative Learning	Yes	$ 420,000	$ 420,000	0.000%	0.000%
5	1	Curriculum Enhancement	Yes	$ 150,000	$ 150,000	0.000%	0.000%
5	2	Comprehensive Staff Development	Yes	$ 80,000	$ 80,000	0.000%	0.000%
5	3	Equipment Upgrade	Yes	$ 300,000	$ 30,000	0.000%	0.000%
5	4	Partner Network Expansion	Yes	$ 130,000	$ 130,000	0.000%	0.000%
5	5	Early Engagement Program	Yes	$ 115,000	$ 115,000	0.000%	0.000%

2024-2025 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)
$ 5,665,188	$ 1,928,628	0.000%	34.043%	$ 3,521,194	0.000%	62.155%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for

LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services

requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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

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