LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Entrepreneur High Fontana

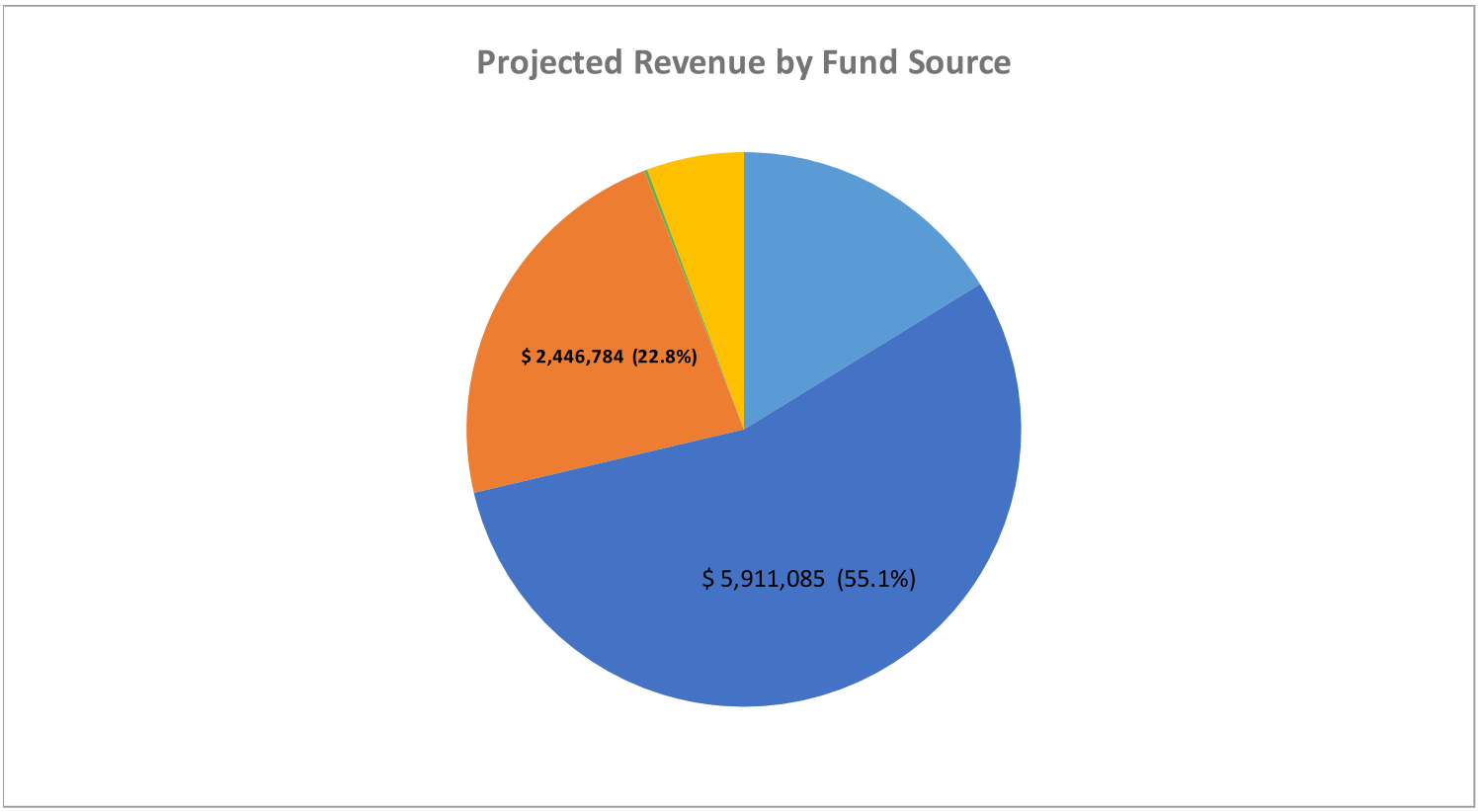
CDS Code: 36-10363-0140012

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).

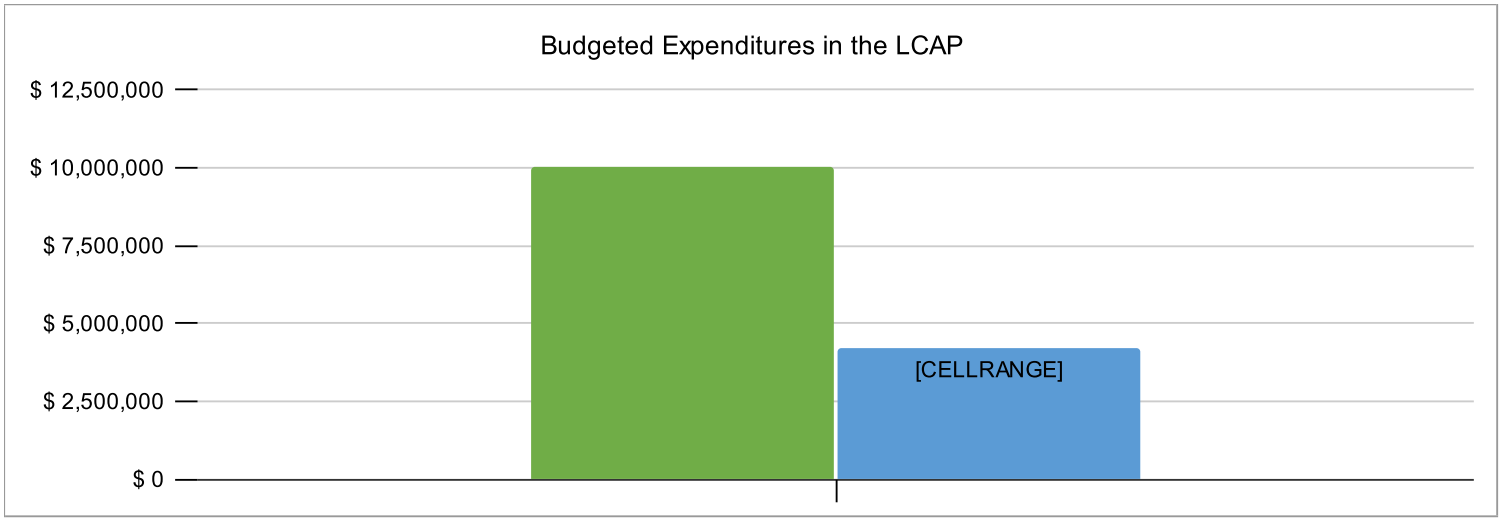
Budget Overview for the 2025-26 School Year



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

The text description for the above chart is as follows: The total revenue projected for Entrepreneur High Fontana is $10,726,041.00, of which $7,650,599.00 is Local Control Funding Formula (LCFF), $2,446,784.00 is other state funds, $21,000.00 is local funds, and $607,658.00 is federal funds. Of the $7,650,599.00 in LCFF Funds, $1,739,514.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Entrepreneur High Fontana plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

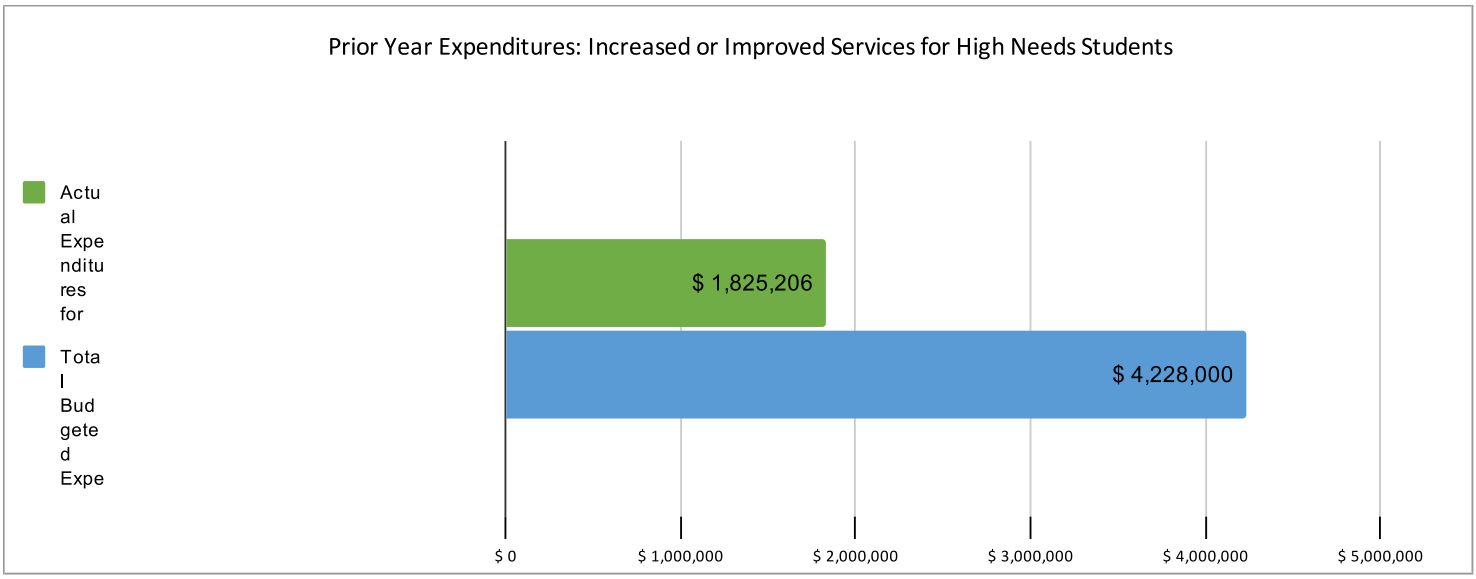
The text description of the above chart is as follows: Entrepreneur High Fontana plans to spend $10,047,216.00 for the 2025-26 school year. Of that amount, $4,228,000.00 is tied to actions/services in the LCAP and $5,819,216.00 is not included in the LCAP. The budgeted expenditures that are not included 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 Fontana is projecting it will receive $1,739,514.00 based on the enrollment of foster youth, English learner, and low-income students. Entrepreneur High Fontana must describe how it intends to increase or improve services for high needs students in the LCAP. Entrepreneur High Fontana plans to spend $4,228,000.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Entrepreneur High Fontana's LCAP budgeted $4,228,000.00 for planned actions to increase or improve services for high needs students. Entrepreneur High Fontana actually spent $1,825,206.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $2,402,794.00 had the following impact on Entrepreneur High Fontana's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Entrepreneur High School Fontana	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-Fontana (eHigh Fontana) is a college and career preparatory institution dedicated to academic excellence, career-focused learning, and strong community engagement. Established in 2021 as part of the REAL Journey Academies (RJA) network, eHigh Fontana serves approximately 502 students (in-person and virtual) in grades 9-12, primarily from Fontana, California. Our diverse student body consists of 78.5% Hispanic, 12.3% African American, 4.57% White, and 1.39% Asian/Native American/Pacific Islander students. Additionally, 14.71% of students are English Language Learners (ELLs), 16.1% receive services through Individualized Education Programs (IEPs), 3.79% through 504 plans, and 83.7% qualify for free and reduced-price lunch.

At eHigh Fontana, we strive to cultivate a dynamic and inclusive educational environment where students are inspired to explore their entrepreneurial potential and develop cutting-edge technical expertise. Our mission is to empower students with the entrepreneurial skills and mindset necessary to innovate, create, and lead in an ever-evolving digital and technological landscape, preparing them to become visionary leaders and industry pioneers.

Our Entrepreneurial Pathways serve as the foundation of this mission, integrating advanced technical training with real-world business applications. Through hands-on learning, industry partnerships, and mentorship opportunities, students develop essential entrepreneurial competencies that extend beyond traditional academics. This approach equips students with the knowledge, skills, and experiences necessary to launch businesses, drive innovation, and excel in the workforce.

eHigh Fontana's educational philosophy is centered on ensuring that all students graduate fully prepared for both college and career success. Our academic program meets rigorous state and national standards while embedding entrepreneurial skill development to help students thrive in a rapidly evolving economy. By integrating real-world entrepreneurial experiences, we empower students to either start their own ventures or apply an entrepreneurial mindset within any career path. Our instructional model is designed around 12 essential skills in high demand across higher education and industry, including analyzing text and data, ideating, experimenting, prototyping, and working in teams. Teachers incorporate at least one of these skills into every lesson plan, ensuring students graduate with a strong foundation in innovation, problem-solving, and business acumen.

Reflections: Annual Performance

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

Reviewing the 2024 California School Dashboard data alongside local metrics, eHigh Fontana demonstrates notable progress while also confronting critical areas of need. We have made encouraging academic gains in both English Language Arts (ELA) and Math, with ELA scores improving by 4% and Math by 9%. These gains are particularly meaningful for Special Education (SPED) and English Learner (ELL) students, who showed increased performance compared to the prior year. This progress suggests that targeted instructional practices and interventions are beginning to yield results. However, overall academic performance still falls below state standards, and disparities remain among student groups, especially those not yet assigned Dashboard performance colors.

A major highlight of the year is the outstanding performance of our first graduating class. Every student met UC/CSU entrance requirements and completed a CTE pathway, with 88% classified as either "Approaching Prepared" or "Prepared" on the College and Career Indicator. These outcomes point to the strength of the school's academic and career-readiness programming and its capacity to equip students with the tools for post-secondary success. However, there is a significant area of concern regarding English Learner progress. Only 17.9% of ELL students made growth on the ELPAC, marking a steep decline and highlighting a critical gap in language acquisition and support strategies, especially for Long-Term English Learners (LTELs).

Beyond academics, challenges in student engagement and well-being persist. Chronic absenteeism remains unacceptably high at 53.75% in 2023–24, although preliminary data for 2024–25 shows a small but meaningful 3.9% improvement. Persistent absenteeism, particularly among ELLs, homeless students, and female students, continues to limit opportunities for learning and engagement. Compounding this concern is the suspension rate, which has increased to 16.6%, suggesting the need for stronger behavior management systems and more robust social-emotional learning (SEL) supports.

eHigh Fontana is on a promising trajectory, especially in terms of academic growth and college/career readiness. Yet, the data calls for urgent and sustained efforts in three key areas: (1) deepening academic support for diverse learners through differentiated instruction and focused interventions; (2) addressing chronic absenteeism through strategic attendance campaigns and family engagement; and (3) strengthening behavioral and SEL frameworks to reduce suspensions and support student well-being.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Students were provided the California Healthy Kids Survey (CHKS) during the second semester. The California Healthy Kids Survey (CHKS) serves multiple purposes in assessing various aspects of student well-being and school climate. Primarily, it aims to gather data on student behaviors, attitudes, and experiences related to health, safety, and well-being, including substance use, violence, mental health, and school connectedness. This data helps schools and communities identify areas of concern, assess the effectiveness of prevention and intervention programs, and make informed decisions to support student health and academic success. Additionally, the CHKS provides valuable information for local, state, and federal policymakers to understand trends and prioritize resources for improving the overall well-being of California's youth.
Teachers	Teachers participated in a professional development unpacking the purpose of the LCAP, analyzing the previous year data, determining the most appropriate goals and actions plans to meet the needs of our students/school, and progress monitoring mid-year. All teachers were provided the LCAP Survey which was essential for fostering engagement, aligning priorities with community needs, promoting transparency, and ensuring accountability. Teachers were also administered the California School Staff Survey (CSSS) during the second semester. The CSSS is a key tool used to provide valuable insight into school climate, staff perceptions of student behavior, safety, professional learning opportunities, and the overall working environment. The survey helps identify areas of strength and need from the staff's perspective, allowing districts to make more informed decisions when setting priorities and allocating resources to support student outcomes, engagement, and school culture in the LCAP.
Administrators/Principal	Administrators participated in district collaboration analyzing data from past metrics to refine our goals/resources. Administrators led staff through site based LCAP training: unpacking the purpose of the LCAP, analyzing the previous year data, determining the most appropriate goals and actions plans to meet the needs of our students/school, and developing a mid-year update. Administrators were also administered the California School Staff Survey as well during the second semester.
Parents	Parents were provided a LCAP survey which was essential for fostering engagement, aligning priorities with community needs, promoting transparency, and ensuring accountability. We solicited input from parents to better meet our school needs, foster a sense of ownership, and demonstrate a commitment to listening to parental voices of those affected. Parents were also administered the California School Parent Survey during the second semester. The California School Parent Survey provides valuable data on how parents perceive the school's efforts in areas such as safety, communication, academic support, and family involvement. This feedback helps schools identify strengths and areas for improvement, ensuring that parent voices are included in shaping priorities and actions within the LCAP.
Other School Personnel	All school personnel were provided the LCAP Survey which was essential for fostering engagement, aligning priorities with community needs, promoting transparency, and ensuring accountability. We solicited input from all school personnel to better meet our school needs, foster a sense of ownership, and demonstrate a commitment to listening to the voices of those affected. Other school personnel were also administered the California School Staff Survey during the second semester.

Insert or delete rows, as necessary.

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

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

Our students expressed: Academically, there is a trend of students reporting low levels of school connectedness, meaningful participation, and high expectations—all crucial factors for success. For instance, only 44% of Hispanic/Latino students and 48% of African American students felt connected to their school, and just around 18% of students overall reported meaningful participation in school activities. Social-emotionally, disparities are present in students' perceptions of safety and well-being. African American students report higher instances of being harassed or bullied, and both African American and Hispanic/Latino students feel less safe compared to their peers. Mental health concerns are also evident, with about 1 in 3 students indicating chronic sadness or hopelessness.

To address these concerns, eHigh Fontana will implement targeted strategies that emphasize culturally responsive teaching, build school connectedness, and prioritize student voice. Academically, introducing peer mentorship programs and student-led clubs can increase meaningful participation and leadership opportunities, particularly for underrepresented demographics. Socially, implementing restorative practices, and strengthening social-emotional learning (SEL) initiatives will help build a sense of belonging and safety. Additional support should be provided for mental health, including on-site counseling and partnerships with local agencies for ongoing care. Regular check-ins, student panels, and disaggregated data analysis will ensure that interventions remain aligned with student needs and drive continuous improvement.

Our staff (teachers, administration, classified) recognize the importance of creating a supportive academic environment but also express concerns regarding the academic progress of specific student demographics, including African American students, Hispanic students, and students with disabilities. A notable portion of staff reported feeling that not all students, particularly those from historically underserved groups, are receiving equitable support needed to succeed academically. Barriers such as lack of differentiated instruction, insufficient access to academic interventions, and limited resources for special education services were cited as contributing factors. Furthermore, while some staff believe efforts are being made to support struggling students, others indicate the need for stronger academic interventions and clearer systems of support.

Socially and emotionally, staff acknowledge that while school-wide initiatives like PBIS and the newly introduced MTSS framework are positive steps, these efforts remain inconsistent and underdeveloped. Concerns were raised about the effectiveness of interventions for students with higher social-emotional needs, especially students with disabilities and those from underserved racial backgrounds. Teachers indicated a need for expanded professional development in trauma-informed practices and culturally responsive teaching. To address these concerns in the LCAP, we will fully implement the MTSS platform to support tiered interventions, provide ongoing training for staff in differentiated instruction and SEL, and allocate funding to increase access to mental health and counseling services. Additionally, investing in data systems to monitor progress by demographic group can help ensure accountability and equitable improvement.

Our parents expressed moderate to high satisfaction regarding both academic and social aspects of student development across demographics, though there are key areas for growth. A majority of parents agreed that the school provides opportunities for academic support, with strong agreement on items such as high expectations and access to academic help when students are struggling. However, concerns arise in perceptions of consistent support for struggling students and the frequency with which teachers communicate academic progress. Demographically, while responses were not disaggregated by ethnicity in the raw data, general concerns from parents—particularly those from underrepresented groups—suggest a need for more equitable and proactive academic communication and intervention.

Social-emotionally, parents expressed appreciation for the school’s respectful and safe environment, though responses indicated a need for more inclusive support structures. Although over 70% of parents reported their children feel safe, this still leaves a significant portion feeling uncertain, especially when considering our previous school climate data. To address these concerns, we will increase direct parent-teacher communication, implement culturally responsive outreach practices, and expand SEL and counseling services to ensure every student, regardless of background, receives comprehensive academic and emotional support. Additionally, continuing to host stronger AAPAC and ELAC parent meetings will provide deeper insight into group-specific needs and promote inclusive decision-making.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome		Current Difference from Baseline

[Metric #1]	CAASPP ELA Achievement - Schoolwide	24.74% met or exceeded grade-level standards for ELA 72.9 points below standard	29.5% met or exceeded grade-level standards for ELA 59.3 points below standard	[Insert outcome here]	40% met or exceeded grade-level standards for ELA 36.45 points below standard		+4.76% Increase +13.6 Points closer to standard
	CAASPP ELA Achievement - Students with Disabilities	0% met or exceeded grade-level standards for ELA 144.6 points below standard	16.00% met or exceeded grade-level standards for ELA 93.0 points below standard	[Insert outcome here]	25% met or exceeded grade-level standards for ELA 72.3 points below standard		+16.00% Increase +51.6 Points closer to standard
	CAASPP ELA Achievement - English Learners	Data not available due to fewer than 11 students tested.	9.52% met or exceeded grade-level standards for ELA 136.4 points below standard	[Insert outcome here]	45% met or exceeded grade-level standards for ELA 70 points below standard		Not applicable
	CAASPP ELA Achievement - African American Students	Data not available due to fewer than 11 students tested.	0% met or exceeded grade-level standards for ELA 160.2 points below standard	[Insert outcome here]	35% met or exceeded grade-level standards for ELA 80 points below standard		Not Applicable
	CAASPP ELA Achievement - Homeless	14.29% met or exceeded grade-level standards for ELA 114.4 points below standard	Data not available due to fewer than 11 students tested.	[Insert outcome here]	29.3% met or exceeded grade-level standards for ELA 57.2 points below standard		Not Applicable

	CAASPP ELA Achievement - Hispanic Students	24.05% met or exceeded grade-level standards for ELA 77.4 points below standard	34.48% met or exceeded grade-level standards for ELA 47.7 points below standard	[Insert outcome here]	39% met or exceeded grade-level standards for ELA 38.7 points below standard		+10.43% Increase +29.7 Points closer to the standard
[Metric #2]	NWEA English Language Arts - Achievement	21% students who tested in the Spring fell within the 61st+> percentiles in ELA.	20% of students who tested in the Spring fell within the 61st+> percentiles in ELA.	[Insert outcome here]	40% students who tested in the Winter fell within the 61st+> percentiles in ELA.		-1% decrease
[Metric #3]	NWEA English Language Arts - Growth	50.15% students who tested Winter to Spring met their projected growth goal in reading.	55.11% of students who tested Winter to Spring met their projected growth goal in reading.	[Insert outcome here]	59.6% students who tested Winter to Spring met their projected growth goal in reading.		+4.96% increase
[Metric #4]	English Learner Proficiency Indicator	41.05% making progress	17.9% making progress	[Insert outcome here]	56.05% making progress		-23.15% decrease
[Metric #5]	ELA Course - Semester 1 Pass Rates	92% of our students passed their English courses in Semester 1 for 2023-2024.	92.84% of our students passed their English courses in Semester 1 for 2024-2025.	[Insert outcome here]	98% of our students passed their English courses in Semester 1 for 2026-2027.		+0.84% increase

Insert or delete rows, as necessary.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	NWEA ELA PD	NWEA Measures of Academic Progress Software and Professional Development	$175,000	Yes
[Action #2]	CAASPP ELA PD	Professional development on CAASPP Summative and SBAC Interim Assessments	$25,000	Yes
[Action #3]	ELL PD	Professional Development Building Literacy Skills for English Learners	$110,000	Yes
[Action #4]	ELA Curriculum PD	Professional Development ELA Curriculum	$145,000	Yes
[Action #5]	ELD Curriculum	Provide curricular material to address and support the needs of English language learners to promote language acquisition and development. Curricular material will include both digital and print editions.	$120,000	Yes

[Action #6]	ELA Curriculum	Provide curricular material to address the need for a robust English curriculum for grades 9th-12th. Curricular material will include both digital and print editions.	$150,000	Yes
[Action #7]	Writing Curriculum Adoption	Adoption of a writing curriculum to support grade level English-Language Arts master, Step-Up to Writing and Marco Learning.	$250,000	Yes
[Action #8]	IXL	With support of internal experts, teachers will utilize IXL in order to supplement appropriate state standard ELA content to ensure student exposure and support in areas of identified growth and enrichment in grades 9-12.	$97,000	Yes

Goal 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.

Action 1.1: NWEA ELA PD
Implementation: The school administered NWEA MAP assessments three times and provided training on interpreting the results.
Successes: Training supported targeted interventions, contributing to a growth increase from 50.15% to 55.11% of students meeting their projected reading goals.
Challenges: Despite gains in growth, achievement levels remained relatively stagnant (21% to 20% scoring in the 61st+ percentile), and some teachers still struggle with data application and student engagement.

Action 1.2: CAASPP ELA PD
Implementation: CAASPP ELA IABS assessments were given three to students in grades 9–11 to familiarize them with state-aligned testing.
Successes: The consistent administration supports alignment with standardized testing expectations, complementing the strong Semester 1 pass rates (92% and 92.84%).
Challenges: Without effective data analysis and instructional adjustments, the benefit of assessment exposure remains limited.

Action 1.3: ELL PD
Implementation: Staff meetings provided foundational knowledge on ELL strategies, including ELPAC and ELD distinctions.
Successes: Cross-department collaboration, especially with CTE, has helped integrate ELD strategies that can support reading growth trends.
Challenges: The lack of sustained PD may hinder the broader impact on student achievement, particularly among ELLs.

Action 1.4: ELA Curriculum PD
Implementation: Teachers have undergone ongoing PD and coaching on the Savvas curriculum.
Success: High PD engagement correlates with strong Semester 1 English pass rates (92% to 92.84%) and upward trends in reading growth.
Challenge: Persistent staffing issues and pacing inconsistencies threaten to stall the curriculum's full impact.

Action 1.5: ELD Curriculum
Implementation: Teachers received curriculum training and materials for both Designated and Integrated ELD.
Successes: A structured curriculum is in place to support English learners' success, which is critical in maintaining high pass rates.
Challenges: Misplacement in Designated ELD courses and limited follow-through reduce the potential for consistent academic growth and performance among ELL students.

Action 1.6: ELA Curriculum
Implementation: Curricular resources were successfully distributed to staff and students.
Successes: Equitable access to materials has supported consistent performance in ELA courses.
Challenges: Without aligning instructional practices or reinforcing training, achievement improvements (21% to 20%) remain minimal.

A**ction 1.7: Writing Curriculum Adoption**
Implementation: ELA staff were trained on Step Up to Writing and Marco Learning, and students completed two writing assessments.
Successes: These efforts likely contributed to sustained high pass rates in English and improved writing consistency.
Challenges: Limited professional learning opportunities have curtailed broader instructional impact and comprehensive writing development.

Action 1.8: IXL
Implementation: IXL was embedded in pacing guides, administered during the first 10 minutes of daily class instruction across all content areas, and teachers received training on the platform.
Successes: Strategic integration aligns with tools that support reading growth, as reflected in the 5% gain in NWEA reading growth metrics.
Challenges: Uneven classroom implementation reduces its effectiveness in supporting broader achievement goals.

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 1.1: NWEA ELA PD
Budgeted Expenditures: $175,000
Estimated Actual Expenditures: $41,159
Material Difference:$133,841
Explanation: The material difference was significant due to a notable discount provided based on a partnership with the other REAL Journey Academies school sites.

Action 1.2: CAASPP ELA PD
Budgeted Expenditures: $25,00
Estimated Actual Expenditures: $34,928

Material Difference: -$9,928
Explanation: The material difference was not significant.

Action 1.3: ELL PD
Budgeted Expenditures: $110,000.00
Estimated Actual Expenditures:$33,813
Material Difference: $76,187
Explanation: The material difference was significant due to adding a designated ELD specialist to provide in network training for REAL Journey Academies schools.

Action 1.4: ELA Curriculum PD
Budgeted Expenditures: $145,000
Estimated Actual Expenditures: $70,328
Material Difference: $74,672
Explanation: The material difference was due to purchasing more novel based curricular material instead of utilizing curricular material from a curriculum company for the 24-25 school year. During the 25-26 curriculum will be purchased from a curriculum company.

Action 1.5: ELD Curriculum
Budgeted Expenditures: $120,000
Estimated Actual Expenditures: $86,415
Material Difference:$33,585
Explanation: The material difference was due to a lower student enrollment.

Action 1.6: ELA Curriculum
Budgeted Expenditures: $150,000
Estimated Actual Expenditures: $119,452
Material Difference:$30,548
Explanation: The material difference was due to a lower student enrollment.

Action 1.7: Writing Curriculum Adoption
Budgeted Expenditures: $250,000
Estimated Actual Expenditures: 142,197
Material Difference:107,803
Explanation: The material difference was due to a pilot in specific grade levels for the 24-25 school with. There will be a full implementation during the 25-26 school year.

Action 1.8: IXL
Budgeted Expenditures: $97,000
Estimated Actual Expenditures: $88,131
Material Difference:$8,869
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.

Action 1.1: NWEA ELA PD
Analysis: The implementation of NWEA MAP assessments three times annually has provided teachers with timely, growth-oriented data to inform instruction and improve ELA proficiency. By integrating this data into unit and lesson planning, educators were able to deliver more targeted and engaging instruction aligned with students' academic needs. The professional development accompanying the software empowered many teachers to interpret and utilize data to drive instructional decisions and interventions, contributing to positive trends in student growth.

However, challenges remain in ensuring consistent impact. Not all teachers feel confident in using the data effectively, and student disengagement during testing can undermine data accuracy. Additionally, assessment timing may not always align with curriculum pacing, which can limit the usefulness of the data in real time. To strengthen this action step, it is critical to emphasize the value of assessments to students to increase engagement, offer follow-up PD to build teacher confidence, promote collaborative data discussions during PLCs, incorporate interim checks for learning, and conduct a comprehensive review of the implementation process following the EOY assessment cycle.

Action 1.2: CAASPP ELA PD
Analysis: The action of implementing ELA CAASPP Interim Assessments (IABs) three during the year has been partially effective in supporting progress toward the goal of improving ELA proficiency. The consistent exposure of students in grades 9–11 to state-aligned assessments has helped familiarize them with the structure and expectations of the CAASPP, which is an important step in test readiness.

However, the action has been largely ineffective in driving instructional improvement due to the lack of structured data analysis. Only ELA teachers have effectively unpacked the assessment results to identify specific learning needs or adjust instruction accordingly. As a result, the potential instructional value of the assessments has not been fully realized. To improve the effectiveness of this action, we will continue to implement targeted professional development that focuses on collaborative data analysis and instructional planning based on CAASPP outcomes for all grade-level teachers.

Action 1.3: ELL PD
Analysis: This action has been minimally effective in making progress toward improving ELA proficiency for English Learners. The initial staff meeting helped raise awareness of ELL proficiency levels, the ELPAC assessment, and the roles of designated vs. integrated ELD, which laid an important foundation for instructional alignment. Additionally, collaboration between EL program specialists and CTE teachers has supported the integration of ELD strategies in non-core content areas.

However, the lack of consistent follow-up, coaching, and structured practice opportunities has limited the impact of these efforts. Without ongoing support, many teachers struggle to consistently apply ELL strategies across content areas, reducing the effectiveness of the training. To enhance progress toward the goal, we will continue to prioritize sustained professional development, embed coaching cycles, and require lesson plans to explicitly include ELD standards and differentiation strategies for ELL students.

Action 1.4: ELA Curriculum PD
Analysis: This action has been moderately effective in advancing progress toward the goal of improving ELA proficiency. Ongoing professional development and coaching on the Savvas curriculum have resulted in strong implementation among many teachers, with evidence of high efficiency and familiarity with the instructional materials.

However, the overall impact has been limited by staffing challenges and inconsistent pacing, which have disrupted curriculum delivery and affected instructional continuity. These issues have made it difficult to ensure that all students receive high-quality, standards-aligned instruction consistently. To increase effectiveness, our leadership team will

strengthen collaboration with the ELA department and instructional coaches, ensuring that professional feedback is implemented and that teachers receive timely support to stay on pace.

Action 1.5: ELD Curriculum
Analysis: This action has been partially effective in supporting progress toward improving ELA proficiency for English language learners. The successful purchase and distribution of curricular materials ensured that both teachers and students had access to appropriate resources, laying an essential foundation for language acquisition and development.

Progress was further supported in the second semester by the assignment of an RJA EL Support Specialist to work one-on-one with the ELD teacher on lesson planning and data analysis, particularly in preparation for the ELPAC. This targeted support has helped improve instructional alignment and responsiveness to student needs.

However, overall effectiveness has been limited by insufficient professional development and inconsistent integration of materials into daily instruction. To fully realize the impact of these resources, we must continue to provide ongoing training and coaching to help teachers implement the materials with fidelity and purpose.

Action 1.6: ELA Curriculum
Analysis: This action has been increasingly effective in advancing progress toward ELA proficiency. The initial step of purchasing and distributing curriculum materials ensure equitable access for both students and teachers, laying the groundwork for consistent instruction across grade levels.

While early implementation was limited by insufficient training and misalignment with instructional practices, effectiveness improved notably during the second semester when 11th-grade ELA teachers received targeted professional development and support from RJA Literary Specialist TOSAs. This ongoing guidance helped teachers better integrate the curriculum into their instruction, supporting more robust and standards-aligned learning experiences. To sustain and expand progress, similar support should be extended across all grade levels to ensure consistent and effective curriculum implementation schoolwide.

A**ction 1.7: Writing Curriculum Adoption**
Analysis: This action has been somewhat effective in supporting progress toward improving ELA proficiency, particularly in writing skills. Teachers received initial professional development on the adopted writing curricula, and the administration implemented three student writing assessments to monitor progress, which provided valuable insight into student growth over time.

However, limited professional development restricted the number of staff effectively trained, reducing the overall impact and consistency of curriculum use across classrooms. Additionally, the end-of-year transition from Marco Learning to a different platform disrupted continuity in data analysis, hindering the ability to fully assess and respond to student writing needs during a critical period. To strengthen effectiveness, we will provide more comprehensive training for all relevant staff and establish stable systems for writing data collection and analysis to inform instruction and ensure continuity throughout the academic year.

Action 1.8: IXL
Analysis: This action has been moderately effective in progressing toward ELA proficiency goals. Initially, platform training and integration of IXL into pacing guides laid the groundwork for meaningful implementation, but inconsistent usage across subjects limited its early impact.

The introduction of a structured 10-minute daily IXL block during the second semester significantly improved engagement and skill completion rates, marking a clear improvement in execution and student exposure to standards-aligned content.

However, challenges remain in measuring the academic value of student work, determining appropriate grading policies, and assessing the overall instructional efficiency of the 10-minute format. To enhance effectiveness, we will refine accountability measures, evaluate time-on-task productivity, and support teachers in using IXL data to inform instruction and close learning gaps.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: Our NWEA English Language Arts-Growth metric was changed to capture student growth from Winter to Spring, instead of Fall to Winter. The Winter to Spring time period was a better indicator for determining students' final measurement of growth in Reading. In addition to the percentage of students who met or exceeded ELA proficiency for our CAASPP ELA Achievement metrics, we also included “the distance from standard”.

Changes to Desired Outcomes: To better align with our revised metrics “CAASPP ELA Achievement”, we have changed our Desired Outcome to also include “the distance from standard”. We expect to improve our distance by 50% over the two years.

Changes to Actions: No changes were made to the actions.

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

Goal #2

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

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CAASPP Math Achievement - Schoolwide	1.08% met or exceeded grade level standards for Math. 176.7 points below standard	10.29% met or exceeded grade-level standards for Math 147.4 points below standard	[Insert outcome here]	40% met or exceeded grade level standards for Math. 88.4 points below standard	+9.21% increase +29.3 Points closer to standard Priority 6: School Climate
	CAASPP Math Achievement - Students with Disabilities	0.00% met or exceeded grade level standards for Math. 270.7 points below standard	3.70% met or exceeded grade-level standards for Math 172.6 points below standard	[Insert outcome here]	35% met or exceeded grade level standards for Math. 135.4 points below standard	+3.70% increase +98.1 Points closer to standard
	CAASPP Math Achievement - English Learners	Data not available due to fewer than 11 students tested	0.00% met or exceeded grade level standards for Math. 201.1 points below standard	[Insert outcome here]	38% met or exceeded grade level standards for Math. 100.6 points below standard	Not Applicable
	CAASPP Math Achievement - African American Students	Data not available due to fewer than 11 students tested.	0.00% met or exceeded grade level standards for Math. 200.0 points below standard	[Insert outcome here]	30% met or exceeded grade-level standards for Math 100.0 points below standard	Not Applicable

	CAASPP Math Achievement - Homeless	0.00% met or exceeded grade level standards for Math. 206.8 points below standard	Data not available due to fewer than 11 students tested	[Insert outcome here]	35% met or exceeded grade level standards for Math. 103.4 points below standard	Not applicable
	CAASPP Math Achievement - Hispanic Students	1.27% met or exceeded grade level standards for Math. 178.4 points below standard	%12.06 met or exceeded grade-level standards for Math 142.5 points below standard	[Insert outcome here]	38% met or exceeded grade level standards for Math. 89.2 points below standard	+10.79% increase +35.9 Points closer to standard
[Metric #2]	NWEA Math - Achievement	13% students who test in the Spring fell within the 61st+> percentiles in Math.	19% students who test in the Spring fell within the 61st+> percentiles in Math.	[Insert outcome here]	41% of students rank in the 61st+> percentiles in Math.	+6% Increase
[Metric #3]	NWEA Math - Growth	47.89% students who tested Winter to Spring met their projected growth goal in Math.	52.51% students who tested Winter to Spring met their projected growth goal in Math.	[Insert outcome here]	65% students who tested Winter to Spring met their projected growth goal in Math.	+4.62% Increase
[Metric #4]	Math Course - Semester 1 Pass Rates	93.60% of our students have passed their Semester 1 Math courses	88.6% of our students have passed their Semester 1 Math courses	[Insert outcome here]	99.0% of our students have passed their Semester 1 Math courses	-4.97% decrease

Insert or delete rows, as necessary.

Actions

Action #	Title	Description	Total Funds	Contributing

[Action #1]	NWEA Math PD	a. Renew purchase of NWEA Measures of Academic Progress will allow teachers access to student achievement data to track and monitor student growth during beginning of the year assessments, middle of the year assessment and end of the year assessments in Math. b. School staff will participate in professional development on NWEA Measures of Academic Progress to learn how to navigate the online software, to administer assessments and to access system reports to leverage data to improve academic instruction that will lead to student achievement and growth.	$56,000	Yes
[Action #2]	CAASPP Math PD	a. School staff will participate in professional development on CAASPP to learn how to navigate the online portal components, to access system reports to promote greater academic growth in Math. b. School staff will participate in professional development on SBAC interim assessments and use the data to inform instructional practices to close the achievement gap for all student groups in Math.	[$ 0.00]	Yes
[Action #3]	Math Coach	Provide a math coach (in-person) for the math department to foster teacher growth, improve instructional practices, and ultimately enhance student achievement. With specialized expertise in math pedagogy and data analysis, the math coach can offer personalized support to teachers, helping them develop effective instructional strategies, interpret student data, and differentiate instruction to meet the diverse needs of learners. By modeling best practices, facilitating collaboration among teachers, and promoting reflective practices, the math coach empowers educators to build confidence in their teaching abilities and continually strive for excellence in math instruction. Through targeted professional development, collaborative planning sessions, and ongoing support, the math coach plays a pivotal role in equipping teachers with the knowledge, skills, and resources they need to create engaging, rigorous, and student-centered learning experiences that promote mathematical understanding and success for all students.	$160,000	Yes
[Action #4]	Curriculum PD	Explore Reveal Math by McGrawHill curriculum	$57,000	Yes
[Action #5]	Math Curriculum	Teachers will design integrated lessons that include science and math to support math fluency. Teachers will implement targeted curriculum with fidelity in grades 9th-12th.	$176,000	Yes

[Action #6]	IXL	Renew subscription to IXL Individual Skill Plan	$150,000	Yes
[Action #7]	Targeted Intervention for Underperforming Students	Target students performing below the 60th percentile in Math (Saturday School, zero period, etc.)	$195,000	Yes
[Action #8]	Co-Teaching Pilot	Small Group Instruction. Once a week.	$130,000	Yes
[Action #9]	After-School Math Tutoring	Target student who are not meeting annual growth target	$260,000	Yes

Goal 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.

Action 2.1: NWEA Math PD
Implementation: Teachers proctored the NWEA MAP assessments three times per year and received professional development on data interpretation.
Successes: The data supported the development of targeted interventions, including the new Entrepreneurial Math course. *Achievement rose from 13% to 19% of students scoring in the 61st+ percentile, and growth improved from 47.89% to 52.51%.*
Challenges: Uneven teacher confidence in data use and misaligned assessment timing with pacing posed challenges.

Action 2.2: CAASPP Math PD
*Implementation***:** CAASPP IABS assessments were implemented triannually to increase student exposure to state-aligned testing for grades 9–11.
*Successes***:** This created opportunities for early familiarity with summative assessments.
*Challenges***:** Data analysis following the assessments has not been effectively leveraged to improve instruction.

Action 2.3: Math Coach

Implementation: A dedicated math coach provided group and one-on-one support to promote data use and curriculum fidelity.
*Successes***:** Teachers have benefited from targeted guidance on instruction and intervention practices.
*Challenges***:** The level of implementation has been inconsistent due to varying levels of teacher buy-in.

Action 2.4: Curriculum PD
*Implementation***:** Reveal Math curriculum training was provided to all math teachers by McGraw Hill specialists and RJA coaches.
*Successes***:** This has helped support the curriculum rollout and aligned instruction with standards.
*Challenges***:** Additional monitoring is needed to ensure consistent use across classrooms.

Action 2.5: Math Curriculum
Implementation: Teachers are designing and delivering lessons based on state standards to maintain rigor and relevance.
Successes: This has increased alignment between daily instruction and assessment expectations.
Challenges: Curriculum fidelity and appropriate supplementation are not uniformly applied. *Math course pass rates declined from 93.6% to 88.6%, indicating implementation inconsistencies.*

Action 2.6: IXL
Implementation: IXL was embedded into pacing guides and teachers received training on its use.
Successes: This provided an additional platform for individualized practice and reinforcement.
Challenges: Actual usage has varied widely across subjects and classrooms.

Action 2.7: Targeted Intervention for Underperforming Students

Implementation: Ninth-grade students identified as underperforming were enrolled in Entrepreneurial Math for targeted remediation.
Successes: The course design allowed for data-driven support in foundational math skills.
Challenges: Limited time and access to additional interventions may have reduced its broader impact.

Action 2.8: Co-Teaching Pilot

Implementation: Collaborative planning sessions initiated co-teaching strategies between teachers and the RJA Math specialist.
Successes: This encouraged the sharing of effective instructional practices.
Challenges: Limited frequency and inconsistent in-class implementation have constrained its effectiveness.

Action 2.9: After-School Math Tutoring
Implementation: Additional tutoring sessions were made available to support struggling math students outside school hours.
Successes: The program offers extended learning time for concept reinforcement.
Challenges: Inconsistent use of assessment data to guide student selection and poor parent outreach have limited participation and impact.

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 2.1: NWEA Math PD
Budgeted Expenditures: $56,000.00
Estimated Actual Expenditures: $41,159.00
Material Difference: $14,841
Explanation: The material difference was not significant.

Action 2.2: CAASPP Math PD

Budgeted Expenditures: $0.00
Estimated Actual Expenditures: 33,139.00
Material Difference: -$33,139
Explanation: The material difference was due to hiring an external partner to provide designated training for staff.

Action 2.3: Math Coach
Budgeted Expenditures: $160,000.00
Estimated Actual Expenditures: $26,401.00
Material Difference: $100,401
Explanation: The material difference significant due to a .20FTE being provided during the 24-25 school year. The implementation of a full time FTE will take place during the 25-26 school year.

Action 2.4: Curriculum PD Budgeted Expenditures: $57,000.00
Estimated Actual Expenditures: $54,830.00
Material Difference: $2,170
Explanation: The material difference was not significant.

Action 2.5: Math Curriculum
Budgeted Expenditures: $176,000.00
Estimated Actual Expenditures: $113,136.00
Material Difference:$62,864
Explanation: The material difference was significant due to lower student enrollment.

Action 2.6: IXL
Budgeted Expenditures: $150,000.00
Estimated Actual Expenditures: $4,830.00
Material Difference: $145,170
Explanation: The material difference is significant due to a one-time pilot to a greater discount for the 24-25 school year. The actual expenditures will increase during the 25-26 school year due to the end of the pilot and discounted subscription price.

Action 2.7: Targeted Intervention for Underperforming Students
Budgeted Expenditures: $195,000.00
Estimated Actual Expenditures: $16,906.00
Material Difference: $178,094
Explanation: The material difference was significant due to a revision in the bell schedule to include intervention during the instruction day.

Action 2.8: Co-Teaching Pilot
Budgeted Expenditures: $130,000.00
Estimated Actual Expenditures: $112,075.00
Material Difference: $17,925
Explanation: The material difference was not significant.

Action 2.9: After-School Math Tutoring
Budgeted Expenditures: $260,000.00
Estimated Actual Expenditures: $24,151.00
Material Difference: $235,849
Explanation: The material difference was significant due to a revision in the bell schedule to include tutoring during the instruction day.

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

Action 2.1: NWEA Math PD
Analysis: The implementation of NWEA Math PD has been moderately effective in supporting progress toward improved Math proficiency. Initial training equipped teachers with data interpretation skills, resulting in the development of targeted interventions like the Entrepreneurial Math course. However, inconsistent teacher confidence, student engagement, and misalignment with pacing have limited the full impact of these efforts. To increase effectiveness, we will emphasize assessment importance to students, provide ongoing support for teachers through follow-up training and collaborative analysis, and ensure that assessment timing aligns with instructional planning.

Action 2.2: CAASPP Math PD
Analysis: The implementation of CAASPP Math PD has been partially effective in exposing students to state-aligned assessments through three IABS administrations, supporting familiarity with summative testing formats. However, the effectiveness has been limited by the team's initial lack of data unpacking and analysis to drive instructional improvement. Recent steps to facilitate targeted professional development focused on collaborative data analysis mark a positive shift toward addressing this gap and have the potential to strengthen instructional alignment and increase student proficiency in Math.

Action 2.3: Math Coach
Analysis: The implementation of the Math Coach has been moderately effective, providing valuable individualized and group support for curriculum delivery, data analysis, and intervention planning. While some teachers have benefited from the coach's expertise, inconsistent application of strategies due to varying levels of teacher buy-in and instructional needs has limited broader impact. Moving forward, we will establish weekly progress monitoring meetings to enhance collaboration, improve consistency, and ensure more effective use of the math coach’s support to improve overall Math proficiency.

Action 2.4: Curriculum PD
Analysis: The implementation of Curriculum PD has been moderately effective, with math teachers receiving initial and ongoing support for the Reveal Math curriculum from both McGraw Hill specialists and RJA Instructional Specialists. While many classrooms show evidence of curriculum use, inconsistencies in implementation highlight the need for more structured monitoring and targeted support. Regular classroom observations and feedback sessions will be essential to ensuring fidelity, identifying instructional gaps, and advancing progress toward improved math proficiency.

Action 2.5: Math Curriculum
Analysis: The implementation of the math curriculum has been partially effective, as teachers are aligning lesson plans with state standards to maintain rigor and relevance. However, variation in fidelity and supplementation of the adopted curriculum across classrooms indicates inconsistent usage. To strengthen effectiveness, ongoing professional development and collaborative planning are needed to support consistent curriculum integration and reinforce instructional coherence schoolwide.

Action 2.6: IXL
Analysis: The implementation of IXL has proven increasingly effective, as initial inconsistencies in platform usage were addressed by incorporating a structured 10-minute daily IXL block across all periods and subjects. This adjustment led to a noticeable improvement in student engagement and platform usage by the end of Quarter 3. Continued monitoring and reinforcement will be necessary to maintain momentum and ensure alignment with instructional goals.

Action 2.7: Targeted Intervention for Underperforming Students
Analysis: The targeted intervention through the "Entrepreneurial Math" course has been effective in identifying and supporting underperforming ninth-grade students, with expanded remediation efforts like CAASPP boot camps, Saturday School, and Winter/Spring Intersessions enhancing opportunities for growth. However, to maximize effectiveness, we need a continued focus on student participation and strategic alignment of interventions with individual learning gaps remains critical.

Action 2.8: Co-Teaching Pilot
Analysis: The co-teaching pilot has been moderately effective in building collaborative instructional strategies through planning with the math specialist; however, its impact has been limited due to infrequent in-class implementation. To enhance effectiveness, we should expand co- teaching to include regular classroom execution with defined co-teacher roles and feedback structures to ensure consistent, high-quality instructional support.

Action 2.9: After-School Math Tutoring
Analysis: The after-school math tutoring initiative has provided supplemental academic support, but its effectiveness has been limited due to inconsistent data-driven student selection and weak parent outreach. To improve outcomes, we must strategically target students using assessment data, strengthen communication with families, and individualize instruction—while leveraging partnerships with local colleges to expand tutoring resources.

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.

Changes to Goal: No changes were made to the goal.

Changes to Metrics: Our NWEA Math-Growth metric was changed to capture student growth from Winter to Spring, instead of Fall to Winter. The Winter to Spring time period was a better indicator for determining students' final measurement of growth in Math. In addition to the percentage of students who met or exceeded Math proficiency for our CAASPP Math Achievement metrics, we also included “the distance from standard”.

Changes to Desired Outcomes: To better align with our revised metrics “CAASPP ELA Achievement”, we have changed our Desired Outcome to also include “the distance from standard”. We expect to improve our distance by 50% over the two years.

Changes to Actions: No changes were made to the actions.

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

State Priorities addressed by this goal.

Priority 3: Parent Involvement

Priority 5: Pupil Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

According to CA Dashboard, in 2023-24, with suspension rates showing a red performance indicator of 16.6%. There is an indication of potential challenges within the school environment, which could be related to social, emotional, or behavioral issues. While the Average Daily Attendance (ADA) rate is at 86.47%, there may still be room for improvement. By focusing on promoting the social, emotional, and physical well-being of students, schools can create a more supportive and engaging environment that encourages regular attendance and active participation in school activities. Establishing the goal to increase engagement in initiatives aimed at promoting student well-being can contribute to a more positive school climate, as it encourages collaboration and partnership among all stakeholders to create a nurturing and inclusive atmosphere. The absence of Positive Behavioral Interventions and Supports (PBIS) data suggests a potential gap in proactive approaches to address behavior and promote positive school culture. Engaging stakeholders in efforts to support students' social, emotional, and physical needs can lay the foundation for implementing PBIS practices, which focus on prevention, intervention, and reinforcement strategies to improve overall school climate and student behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline (23/24)	Year 1 Outcome (24/25)	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Annual Attendance Report	86.47% ADA	86.21% ADA	[Insert outcome here]	90.00% ADA	-0.26% (decrease of 0.26%)

[Metric #2]	Annual Suspension Report	16.6% suspension rate	7.2% suspension rate	[Insert outcome here]	6% suspension rate	-9.4% decrease
[Metric #3]	MTSS Program Data	Not implemented	Preliminary Stages Solution Committee COST Team	Not implemented	Implement new MTSS program	MTSS program in early stages of implementation.
[Metric #4]	School Climate Survey	46% of students, 75% of teachers, 72% of parents reported feeling safe in the school environment.	51.3% of students, 86% of teachers, 96% of parents reported feeling safe in the school environment.	[Insert outcome here]	95% of students, 95% of parents reported feeling safe in the school environment.	+5.3% increase for students +11% increase for teachers/staff +24% increase for parents
[Metric #5]	Parent Information Meetings	ELAC = 0% AAPAC = 5% SSC =1% implemented with participation rates	ELAC = 5% AAPAC = 0% SSC= 1.7% implemented with participation rates	[Insert outcome here]	ELAC = 10% AAPAC= 10% SSC = 5% implemented with participation rates	+5% increase for ELAC -5% decline for AAPAC +0.7% increase for SSC

Insert or delete rows, as necessary.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action #1]	Positive School Culture and Climate	eHigh Fontana will implement a school-wide MTSS program to monitor and improve school climate, focusing on attendance, social-emotional well-being, and academics. We will use the MTSS platform and Panorama to track progress and support student needs.	$210,000	Yes
[Action #2]	Student Leadership	eHigh Fontana will recruit an advisor and establish a student leadership organization to ensure students have a voice in school decisions and contribute to shaping the school culture.	$25,000	Yes
[Action #3]	Solutions Committee - Attendance	eHigh Fontana will form a Solutions Committee to monitor and improve student attendance. This group will work with administration and parents to achieve the goal of 90% annual attendance.	$70,000	Yes

[Action #4]	Solutions Committee - School Culture & Climate	eHigh Fontana will create a Solutions Committee to track student suspension rates and work with school administration and parents to maintain a suspension rate of 6% or lower.	$70,000	Yes
[Action #5]	Solutions Committee - Parent & Family Engagement	eHigh Fontana will establish a Solutions Committee focused on increasing parent and family engagement. This committee will collaborate with administration to boost participation in monthly parent nights and school events.	$70,000	Yes
[Action #6]	Solutions Committee - Community Connections	eHigh Fontana will form a Solutions Committee to strengthen community connections. The committee will partner with administration and local organizations to expand community involvement and partnerships.	$70,000	Yes
[Action #7]	Solutions Committee - Interventions	eHigh Fontana will establish a Solutions Committee to monitor and evaluate school-wide interventions aimed at supporting academic growth. The committee will work with administration and the student success team to improve the MTSS process and ensure effective support for students.	$70,000	Yes
[Action #8]	Parent Information Meetings	eHigh Fontana will host quarterly parent meetings to discuss how to support students and maintain a positive school culture. Parents and community members will share recommendations and help make decisions to address the social, emotional, and physical needs of students. (Including ELAC, School Site Council, AAPAC)	$45,000	Yes
[Action #9]	PBIS Curricular Material	eHigh Fontana will implement a PBIS curriculum to support the development of SEL skills, restorative practices, and enhance the overall school climate and culture.	$147,000	Yes

Insert or delete rows, as necessary.

Goal Analysis for [2022-23]

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

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

Action 3.1: Positive School Culture and Climate
Implementation: EHSF established a Solutions Committee and introduced a foundational MTSS framework, with preliminary implementation stages supported by a COST team, though Panorama remains underutilized.
Strengths: Schoolwide efforts contributed to an improved student perception of safety (46% to 51.3%), and increased confidence among teachers (75% to 86%) and parents (72% to 96%) in campus safety.
Challenges: Full integration of the Panorama platform and MTSS framework is still pending, limiting data-driven decision-making for academic, attendance, and social-emotional interventions.

Action 3.2: Student Leadership

Implementation: A leadership class was established, enabling student leaders to host campus events and represent eHigh Fontana publicly.
Strengths: Students are taking visible roles in school functions and gaining voice in school culture-building efforts.
Challenges: There is a need to diversify participation across student groups and provide structured training to support student-led planning and inclusion.

Action 3.3: Solutions Committee – Attendance
Implementation: The Attendance Solutions Committee conducts monthly truancy, re-entry, SART, and SARB meetings to address chronic absenteeism; ADA decreased slightly from 86.47% to 86.21%.
Strengths: Improved coordination through the committee structure has led to increased student/parent attendance communication, increased SART and SARB referrals, and home visits.
Challenges: Low parent engagement and limited capacity for home visits continue to hinder significant improvements in student attendance.

Action 3.4: Solutions Committee – School Culture & Climate
Implementation: The School Culture and Climate Solutions Committee monitors suspension data monthly and supports positive behavioral strategies.
Strengths: Suspension rates decreased from 16.6% to 7.2%, reflecting progress in addressing behavioral concerns.
Challenges: A fully developed MTSS process is still needed to formalize behavior interventions and track outcomes effectively.

Action 3.5: Solutions Committee – Parent & Family Engagement
Implementation: Events such as Trunk or Treat and Positive Postcards have been launched to increase parent involvement, with participation rates slightly increasing (ELAC: 0% to 5%, SSC: 1% to 1.7%).
Strengths: Creative events have helped initiate stronger school-home connections and begun to move the needle on engagement.
Challenges: Overall participation remains low, particularly in AAPAC (from 5% to 0%), indicating a need for stronger outreach and communication strategies.

Action 3.6: Solutions Committee – Community Connections
Implementation: The committee hosted events like the CTE Expo, Health Screening Day, and established a dual enrollment partnership with Chaffey College.
Strengths: eHigh Fontana has built meaningful community collaborations that support student wellness and academic/career readiness.
Challenges: A strategic plan is needed to expand partner diversity and ensure sustainable community engagement throughout the year.

Action 3.7: Solutions Committee – Interventions
Implementation: The Interventions Committee rolled out after-school credit recovery and implemented a lunch detention program.
Strengths: These initiatives provide students with academic support and behavioral accountability during non-instructional time.
Challenges: Limited meeting time and incomplete processes for structured intervention implementation reduce the programs' overall effectiveness.

Action 3.8: Parent Information Meetings
Implementation: EHSF has consistently held ELAC, SSC, and AAPAC meetings along with family-centered workshops on topics like Financial Aid and College Applications.
Strengths: Continued offerings show a strong commitment to family partnership and education.
Challenges: Despite consistent scheduling, low parent participation in ELAC (5%), AAPAC (0%), and SSC (1.7%) indicates a need for alternative scheduling, outreach strategies, and accessible communication tools.

Action 3.9: PBIS Curricular Material
Implementation: PBIS was introduced at the beginning of the school year, and the Classroom Matrix was reintroduced mid-year to strengthen behavioral expectations.
Strengths: The system provides a common language and framework for behavior across classrooms, supported by the counseling team.
Challenges: Inconsistent staff implementation, overlapping initiatives, and unclear timelines have hindered schoolwide fidelity to PBIS practices.

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

Action 3.1: Positive School Culture and Climate
Budgeted Expenditures: $210,000.00
Estimated Actual Expenditures: $85,485.00
Material Difference: $124,515
Explanation: The material difference was significant due to the use of low cost incentives to create a positive school culture and climate. During the 25-26 school year there will be an increase in actual expenditures due to a greater focus on field trips and creating student driven experiences beyond the classroom.

Action 3.2: Student Leadership
Budgeted Expenditures: $25,000.00
Estimated Actual Expenditures: $17,096.00
Material Difference: $7,904
Explanation: The material difference was not significant.

Action 3.3: Solutions Committee - Attendance
Budgeted Expenditures: $70,000.00
Estimated Actual Expenditures: $29,494.00
Material Difference: $40,506
Explanation: The material difference was significant due to the use of low cost incentives to increase student attendance. During the 25-26 school year there will be an increase in actual expenditures due to a greater focus on field trips and creating student driven experiences beyond the classroom.

Action 3.4: Solutions Committee - School Culture & Climate
Budgeted Expenditures: $70,000.00
Estimated Actual Expenditures: $93,809.00
Material Difference: -$23,809
Explanation: The material difference was significant due to a greater emphasis on other means of correction not factored into the initial budget.

Action 3.5: Solutions Committee- Parent & Family Engagement
Budgeted Expenditures: $70,000.00
Estimated Actual Expenditures: $31,829.00
Material Difference: $38,171
Explanation: The material difference was signifiant due to low participation.

Action 3.6: Solutions Committee – Community Connections
Budgeted Expenditures: $70,000
Estimated Actual Expenditures: $79,843.00
Material Difference: -$9,843
Explanation: The material difference was not significant.

Action 3.7: Solutions Committee- Intervention
Budgeted Expenditures: $70,000.00
Estimated Actual Expenditures: $31,433.00
Material Difference: -$38,567
Explanation: The material difference was significant due to using resources that extended from the current instructional program. During the 25-26 school year external resources will be purchased to enhance porgam development and implementation.

Action 3.8: Parent Information Meetings
Budgeted Expenditures: $45,000.00
Estimated Actual Expenditures: $24,048.00
Material Difference: $20,952
Explanation: The material difference was significant due to low participation.

Action 3.9: PBIS Curricular Material
Budgeted Expenditures: $147,000.00
Estimated Actual Expenditures: $25,400.00
Material Difference: $121,600
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.

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

Action 3.1: Positive School Culture and Climate
Analysis:The Solutions Committee has laid the foundation for a positive school climate by launching monthly reviews and early interventions, and MTSS has been introduced to address attendance, well-being, and academics. However, Panorama, a key MTSS tool, remains unimplemented. Given the early implementation phase of MTSS, these actions are moderately effective but need fuller integration of tools and staff capacity-building to track interventions meaningfully and impactfully.

Action 3.2: Student Leadership
Analysis:The establishment of a leadership class has empowered some students to take active roles in school events. However, the lack of representation across diverse student populations and structured planning for broader involvement limits overall impact. Thus far, this action is partially effective, with the potential for greater success if inclusion and leadership development strategies are expanded. Our student ambassadors will keep meeting monthly with the principal and teachers to discuss school issues and give students a voice in decision-making.

Action 3.3: Solutions Committee - Attendance
Analysis: The Solutions Committee addresses chronic absenteeism through re-entry, SART, and SARB meetings. Despite these efforts, parent involvement remains low, and time constraints hinder home visit follow-ups. The modest decrease in ADA (from 86.47% to 86.21%) shows minimal progress. The current actions are minimally effective, and effectiveness could increase with strategic home visits and stronger incentives tied to PBIS. The attendance committee will keep working with parents to improve student attendance and find solutions to ongoing challenges.

Action 3.4: Solutions Committee - School Culture & Climate
Analysis: The school has begun monthly monitoring of suspension rates and seen a significant drop from 16.6% to 7.2%, showing that behavior-focused efforts are highly effective. However, to sustain and deepen impact, the school must develop a formalized MTSS process for tracking interventions and ensure consistent follow-through among staff. Suspension rates remain low, but we'll focus on improving even more by introducing new strategies next year to continue to reduce the use of suspensions.

Action 3.5: Solutions Committee- Parent & Family Engagement
Analysis: The Solutions Committee has hosted events like Trunk or Treat and Positive Postcards, which helped foster a welcoming environment. Still, limited turnout at academic-focused meetings like ELAC (up from 0% to only 5%) and SSC (up from 1% to 1.7%) suggests these efforts are moderately effective. Expanding communication strategies and diversifying engagement formats could boost participation further.

Action 3.6: Solutions Committee – Community Connections
Analysis: Through the Solutions Committee for Community Connections, the school has formed partnerships leading to events like the CTE Expo and screening days, and secured a dual enrollment agreement with Chaffey College. These actions have been effective, but sustained outreach and diversification of partners are necessary for long-term growth.The committee will continue to strengthen community connections through ongoing collaboration, open dialogue, and shared problem-solving efforts.

Action 3.7: Solutions Committee- Intervention
Analysis: Credit recovery and schoolwide lunch detention were initiated to address academic and behavioral gaps. However, limited time for planning and follow-through has restricted the full development of intervention scaffolds. This makes current actions minimally effective, with improvement needed through clearer structures and schedule adjustments. The Committee will continue to focus on identifying student needs early and implementing targeted supports to improve academic and behavioral outcomes.

Action 3.8: Parent Information Meetings
Analysis: eHigh Fontana has hosted key parent meetings and workshops, but participation rates remain low, with SSC at only 1.7%, AAPAC dropping to 0%, and ELAC climbing slightly to 5%. These numbers indicate that while efforts are consistent, they are not yet effective. Enhanced outreach via ParentSquare, social media, and flexible scheduling will be key to increasing family engagement. Meetings will continue to provide families with important updates, resources, and opportunities to engage in their child's education, strengthening school-home communication and support.

Action 3.9: PBIS Curricular Material
Analysis: PBIS was reintroduced to staff to promote consistent behavioral expectations, and SEL alignment with counseling was discussed. However, inconsistent staff application and competing agendas have made implementation partially effective. Strengthening staff training and synchronizing PBIS efforts with MTSS and SEL frameworks will help improve fidelity and outcomes. PBIS will continue to support the teaching of positive behavior expectations through structured lessons, promoting a consistent, school-wide approach to behavior and student success.

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

Changes to Goal: Removed the quantitative element from the goal (30%), increase is already represented in the metrics.

Changes to Metrics: No changes were made to the metrics.

Changes to Desired Outcomes: School Climate Survey baseline data was updated and outcomes for Year 3 were set to 95% satisfaction in the school environment from all education partners. The participation for parent meetings was further defined and the outcomes for Year 3 were set to better reflect an appropriate amount of growth in parent participation from the specific student's groups.

Changes to Actions: The term ASB was removed from Action 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.

Goal 4

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

State Priorities addressed by this goal.

Priority 1: Basic Services

Priority 3: Parent Engagement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

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

addresses the partial compliance in Parent Teacher Conferences (PTCs), recognizing that full participation in these meetings is essential for monitoring and supporting student progress.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	Teacher Induction Program	100% of teachers with a preliminary credential participate in an induction program	100% of teachers with a preliminary credential participate in an induction program	[Insert outcome here]	100% of teachers with a preliminary credential participate in an induction program.	0.0 maintained
[Metric #2]	Annual Parent Survey (CHPS)	64.6% of parents are satisfied with our school culture.	87.7% of parents are satisfied with our school culture.	[Insert outcome here]	90.0% of parents are satisfied with our school culture.	+23.1% increase
[Metric #3]	School Site Council (SSC) Agendas	Council has begun to meet quarterly to address school-wide business.	Council meets quarterly to address school-wide business	[Insert outcome here]	Council is re-established and meets monthly to address school-wide business.	No change
[Metric #4]	African American Parent Advisory Council (AAPAC)	5% of African-American parents participate in African American Parent Advisory Council (AAPAC) meetings, events, and workshops.	0% of African-American parents participate in African American Parent Advisory Council (AAPAC) meetings, events, and workshops	[Insert outcome here]	10% of African-American parents participate in African American Parent Advisory Council (AAPAC) meetings, events, and workshops.	-5% decrease

[Metric #5]	English Learner Advisory Council (ELAC)	0% of English Language Learner parents participate in ELAC (English Learner Advisory Committee) meetings, events, and workshops.	5% of English Language Learner parents participate in ELAC (English Learner Advisory Committee) meetings, events, and workshops.	[Insert outcome here]	10% of English Language Learner parents participate in ELAC (English Learner Advisory Committee) meetings, events, and workshops.	5% increase
[Metric #6]	Parent Teacher Conference (PTC)	10% of all parents participate in parent-teacher conferences/Back to School Night	19.88% of all parents participate parent-teacher conferences/Back to School Night	[Insert outcome here]	50% of all parents participate in parent-teacher conferences/Back to School Night	+9.88% increase

Insert or delete rows, as necessary.

Actions

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

Goal Analysis for [2024-2025]

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

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

Action 4.1: Teacher Induction Program
Implementation: 100% of teachers with a preliminary credential are enrolled in an induction program, with 6 of 12 expected to complete the program this year.
Successes: The program is fully implemented with no logistical challenges, ensuring credentialing requirements are met and teacher practices enhanced.
Challenges: Balancing induction demands with teaching responsibilities remains a challenge for some candidates and may impact completion rates.

Action 4.2: School Climate Survey
Implementation: A comprehensive climate survey was implemented using the California Healthy Kids Survey during Semester 2.
Successes: 87.7% of parents expressed satisfaction with the school culture, showing positive community perception.
Challenges: The survey data needs timely analysis and a structured plan to effectively inform planning and decision-making.

Action 4.3: School Site Council (SSC)
Implementation: The School Site Council meets quarterly to address schoolwide goals and review assessment data.
Successes: The council is consistently engaged in guiding school culture and academic improvement.
Challenges: Members need more focused training on data analysis and the LCAP/Schoolwide Action Plan to enhance their advisory effectiveness.

Action 4.4: African American Parent Advisory Council (AAPAC)
Implementation: AAPAC has been established and is reviewing school goals and student data related to African American achievement.
Successes: The structure is in place to address the achievement gap and foster parent voice.
Challenges: African American parent participation remains low at 5% (and at times 0%), limiting the diversity and impact of the group.

Action 4.5: English Learner Advisory Committee (ELAC)
Implementation: ELAC meetings have been scheduled in collaboration with the ELD department to ensure accessibility of information.
Successes: Improved outreach has resulted in a parent participation increase to 5% at the most recent meeting.
Challenges: Participation from English Learner parents remains low overall, necessitating continued improvements in outreach strategies and meeting accessibility.

Action 4.6: Parent Engagement Events (Back to School Night & Parent Conferences)
Implementation: Back to School Night and Parent-Teacher Conferences were held and facilitated valuable teacher-parent connections.
Successes: Parent turnout improved from 10% to 19.88%, reflecting progress in engagement strategies.
Challenges: There remains a need for targeted outreach to parents of underperforming students to improve interventions and equity of support.

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

Action 4.1: Teacher Induction Program
Budgeted Expenditures: $150,000
Estimated Actual Expenditures: $118,850
Material Difference: $31,150
Explanation:There is a material difference due to a lower number of teacher participants.

Action 4.2: School Climate Survey
Budgeted Expenditures: $0.00
Estimated Actual Expenditures: $870
Material Difference: -$870
Explanation:There is no material difference

Action 4.3: School Site Council (SSC)
Budgeted Expenditures: $30,000.00
Estimated Actual Expenditures: $12,504.00
Material Difference: $17,496
Explanation:There is a material difference due to a low number of participants.

Action 4.4: African American Parent Advisory Council (AAPAC)
Budgeted Expenditures: $20,000.00
Estimated Actual Expenditures: $2,640.00
Material Difference: $17,360
Explanation:There is a material difference due to a low number of participants.

Action 4.5: English Learner Advisory Committee (ELAC)
Budgeted Expenditures: $30,000.00
Estimated Actual Expenditures: $7,504.00
Material Difference: $22,496
Explanation:There is a material difference due to a low number of participants.

Action 4.6: Parent Engagement Events (Back to School Night & Parent Conferences)
Budgeted Expenditures: $0.00
Estimated Actual Expenditures: $323
Material Difference: -$323
Explanation:There is no material difference.

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

Action 4.1: Teacher Induction Program
Analysis: The full participation of all preliminary-credentialed teachers in induction reflects a strong commitment to professional growth and instructional quality, directly supporting academic achievement and character development. Effective — While workload balancing remains a challenge, the program is successfully implemented and supports teacher development, indirectly fostering a positive learning environment.

Action 4.2: School Climate Survey
Analysis: The use of the California Healthy Kids Survey is a positive step toward measuring and improving school culture, which is essential for safe, welcoming environments and character development. Moderately effective — High parent satisfaction (87.7%) shows promise, but a lack of structured follow-up limits the full engagement impact.

Action 4.3: School Site Council (SSC)
Analysis: Quarterly SSC meetings provide a platform for stakeholders to influence school direction, aligning with goals of shared governance and active citizenship. Moderately effective — While participation is consistent, deeper training on data and school planning is needed to empower stakeholders for greater impact.

Action 4.4: African American Parent Advisory Council (AAPAC)
Analysis: AAPAC was formed to close the achievement gap and support equity, but low parent engagement (5% or lower) restricts its ability to build community connections and promote academic and character outcomes. Ineffective — The council's foundational goals are important, but without improved recruitment and consistent participation, it falls short in meeting engagement targets.

Action 4.5: English Learner Advisory Committee (ELAC)
Analysis: Improved attendance (up to 5%) at ELAC meetings reflects early signs of increased outreach and parent engagement in support of EL student success. Moderately effective — The partnership with the ELD department supports better communication, but broader engagement strategies are needed to reach the 25% improvement goal.

Action 4.6: Parent-Teacher Conferences / Back to School Night
Analysis: Parent turnout improved from 10% to 19.88%, helping build stronger school-home partnerships for student academic success and school climate. Effective — While outreach to parents of underperforming students must improve, the jump in overall participation indicates real progress toward the engagement goal.

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

Changes to Goal: Removed the quantitative element from the goal (25%), increase is already represented in the metrics.
Changes to Metrics: Utilized the California Healthy Schools Surveys for the annual Parent Survey.
Changes to Desired Outcomes: Modified the percentage of AAPAC and ELPAC parent participation as a percentage of respective student populations (10% of AAPAC and ELPAC parents are engaged in committees). Increased the percentage of parents who are satisfied with our school culture by 10%.
Changes to Actions: No changes were made to the actions.

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

Goal 5

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 7: Course Access

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
[Metric #1]	CTE course articulation for college credit	0 pathways articulation	0 pathways articulated	[Insert outcome here]	4 pathways articulated with a college credit course	0 no change
[Metric #2]	% rate of CTE completers upon graduation	68.54% of all graduating seniors are CTE completers	No student data available at the time of this report	[Insert outcome here]	90% of all graduating seniors are CTE completers	N/A
[Metric #3]	Industry recognized credentials	108 industry certifications earned (42 ServSafe & Food Handlers and 66 Six Sigma White)	No student data available at the time of this report	[Insert outcome here]	215 CTE industry-recognized credential earned	N/A
[Metric #4]	Work Based Learning Hours	19,464.35 hours of WBL	No student data available at the time of this report	[Insert outcome here]	20,000 hours of WBL hours	N/A

Actions

Action #	Title	Description	Total Funds	Contributing

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

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.

Action 5.1: Curriculum Enhancements
Implementation: Industry-aligned curriculum and certifications like SolidWorks and ServSafe have been purchased and are reviewed annually by advisory councils.
Successes: The inclusion of industry-recognized certifications supports real-world readiness for students.
Challenges: Curriculum refinement through pacing and scope and sequence development is still in progress and requires consistent teacher input.

Action 5.2: Comprehensive Staff Development
Implementation: Multiple professional development opportunities have been offered, including ACTE conferences, summer workshops, and entrepreneurship training.
Successes: CTE staff access to diverse PD opportunities has increased awareness of industry trends and teaching practices.
Challenges: Time conflicts and limited pedagogical background among CTE teachers reduce the effectiveness of PD implementation.

Action 5.3: Equipment Upgrade
Implementation: New high-tech equipment, including 3D printers and a video production studio, has been installed, and safety protocols are being upgraded to meet OSHA standards; however, some training and technology upgrades are still pending.
Successes: These investments significantly elevate the quality and industry alignment of CTE pathways while promoting student safety and workforce readiness through OSHA compliance.
Challenges: Limited teacher training and outdated hardware in some pathways hinder the full integration of equipment and consistent implementation of safety procedures.

Action 5.4 Partner Network Expansion
*Implementation***:** A dedicated coordinator and consistent collaboration with groups like the Fontana Chamber have led to CTE expos and student workshops.
Successes: Initiatives such as expos and workshops have opened up more real-world learning opportunities.
Challenges: There are not enough internship placements or pathway course sections to meet student interest and industry demand**.**

Action 5.5 Early Engagement Program
Implementation: eLearning days, workshops with the Black Chamber of Commerce, and limited field studies have offered students early exposure to careers.
Successes: These efforts help build awareness and interest in a variety of career options among students.
Challenges: Limited availability of field trips and dual enrollment options hinders broad student access to pathway exploration.

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 5.1: Curriculum Enhancements
Budgeted Expenditures: $250,000.00
Estimated Actual Expenditures: $84,406.00
Material Difference: $165,594
Explanation:There is a material difference due to lower enrollment. Additional curriculum enhancement will be added during the 25-26 school year to foster greater student engagement and participation.

Action 5.2: Comprehensive Staff Development

Budgeted Expenditures: $120,000.00
Estimated Actual Expenditures: $112,637.00
Material Difference: $7,363
Explanation:There is no material difference.

Action 5.3: Equipment Upgrade
Budgeted Expenditures: $400,000.00
Estimated Actual Expenditures: $9,846.00
Material Difference: $390,154
Explanation:There is a material difference due to minimal equipment upgrades during the 24-25 school year. A significant increase in actual expenditures are anticipated during the 25-26 school year.

Action 5.4 Partner Network Expansion
Budgeted Expenditures: $80,000.00
Estimated Actual Expenditures: $21,550.00
Material Difference: $58,450
Explanation:There is a material difference due to low partner recruitment and participation.

Action 5.5 Early Engagement Program
Budgeted Expenditures: $115,000.00
Estimated Actual Expenditures: $0.00
Material Difference: $115,000
Explanation:There is a material difference due to implementation during the 25-26 school year.

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

Action 5.1: Curriculum Enhancements
Analysis: Curriculum enhancement efforts have been partially effective. Industry-aligned certifications such as SolidWorks for engineering and ServSafe for culinary have been purchased and integrated into the curriculum. Annual advisory board reviews ensure curriculum relevance, and these updates are helping align classroom instruction with real-world skills. However, the absence of finalized pacing guides and consistent scope and sequence across pathways limits the structure and coherence of student learning experiences. The school's first graduating class achieved an impressive 88% graduation rate, with 68.54% of graduates completing a CTE pathway, reflecting strong progress despite challenges related to pathway options, master schedule limitations, and space availability. The next step will be to collaborate with CTE teachers to develop and implement these instructional tools to ensure all students access rigorous, industry-aligned instruction.

Action 5.2: Comprehensive Staff Development

Analysis: Comprehensive staff development has shown moderate effectiveness. Teachers, administrators, and counselors have participated in a range of professional development opportunities, including entrepreneurship, SEL, and credentialing support. Summer PD offerings and national conference attendance have expanded teacher exposure to CTE best practices. However, challenges remain in addressing gaps in pedagogy, unit planning, and time conflicts that hinder full implementation in the

classroom. Moving forward, more targeted training on lesson design, instructional strategies, and equipment integration will be essential to maximizing teacher effectiveness and student outcomes.

Action 5.3: Equipment Upgrade

Analysis: The equipment upgrade initiative has made visible progress but is only somewhat effective overall. The school has installed updated equipment such as 3D printers and a video production studio, aligning with industry standards and creating new hands-on learning opportunities. However, many teachers lack the necessary training to fully utilize these tools, and some equipment—such as computers in the Product Design pathway—falls short of current industry requirements. The school is actively upgrading safety protocols to meet OSHA standards, which will further support a safe learning environment. Next steps include securing grants to modernize outdated technology and providing targeted training for staff on equipment use and safety.

Action 5.4 Partner Network Expansion

Analysis: In terms of partner network expansion, progress has been limited. While an internship and externship coordinator has been appointed and expos and business partnership meetings have been held, there is a lack of available positions for students in their desired pathways, and limited course sections hinder student readiness for real-world placements. Furthermore, business partner engagement at school events remains inconsistent. Despite this, we saw students accumulate 19,464.35 work-based learning hours in 2023-2024, with significant participation in internal internships and externships, while the need remains to expand externship opportunities, enhance coordinator training, and stay current with work-based learning laws and regulations. While we have exceeded our target for year 3 of 15,000 hours for WBL, we would like to maintain current baseline hours or exceed it each year. Students earned 108 industry-recognized certifications, including 42 ServSafe/Food Handlers and 66 Six Sigma White Belt certifications, though growth has been constrained by staffing, curriculum purchasing, and time required for implementation. Our goal is to have 215 industry certifications earned by the year 3 outcome To improve this, the school must strengthen its partnerships through consistent outreach and expand access to CTE coursework, ensuring more students are prepared for and connected to internships and externships.

Action 5.5 Early Engagement Program

Analysis: The early engagement program has been minimally effective. Opportunities such as eLearning days, workshops from the Black Chamber of Commerce, and limited field studies have introduced small groups of students to career pathways. However, these offerings have not yet scaled to reach a significant portion of the student body. There are currently no articulated pathways or widespread dual enrollment opportunities connected to career-focused programs. Collaboration with Chaffey College has been initiated, laying the groundwork for future articulation agreements, with several course articulations pending and a College and Career Access Pathways (CCAP) agreement secured for the 2025-26 school year. However, administrative hurdles, policy changes, and faculty buy-in have presented challenges to finalizing these agreements.

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

Changes to Goal: No Changes were made to the goal.
Changes to Metrics: Students receiving industry-related experiences were changed to the number of hours students collectively participated in WBL.

Changes to Desired Outcomes: Set 215 CTE industry recognized credentials earned as the target outcome for Year 3, Industry recognized credential metric. Set 20,000 hours of participation in WBL as the target outcome for Year 3, students receiving industry-related experience.

Changes to Actions: No changes were made to the actions.

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.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,739,514	$192,228

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
29.43%	0.00%	$0	29.43%

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

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

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #(s)]	[A description of the unique identified need(s) of the unduplicated student group(s) for whom the action(s) are principally directed]	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Insert or delete rows, as necessary.

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

[Provide description here]

Additional Concentration Grant Funding

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

[Provide description here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	16 classified staff providing direct services to a student population of 502 students Staff-to-student ratio of certificated staff providing direct services to students 1:31
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	38 certificated staff providing direct services to a student population of 502 students Staff-to-student ratio of certificated staff providing direct services to students 1:13

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	$ 5,911,085	$ 1,739,514	29.428%	0.000%	29.428%

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

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

5	3	Equipment Upgrade	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 400,000	$ 400,000	$ -	$ -	$ -	$ 400,000	0.000%
5	4	Partner Network Expansion	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 80,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
5	5	Early Engagement Program	All	Yes	LEA-wide	All	eHigh Fontana	Ongoing	$ -	$ 115,000	$ 115,000	$ -	$ -	$ -	$ 115,000	0.000%

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
$ 5,911,085	$ 1,739,514	29.428%	0.000%	29.428%	$ 4,228,000	0.000%	71.527%	**Total:**	$ 4,228,000
								LEA-wide Total:	$ 4,228,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	NWEA ELA PD	Yes	LEA-wide	All	eHigh Fontana	$ 175,000	0.000%
1	2	CAASPP ELA PD	Yes	LEA-wide	All	eHigh Fontana	$ 25,000	0.000%
1	3	ELL PD	Yes	LEA-wide	All	eHigh Fontana	$ 110,000	0.000%
1	4	ELA Curriculum PD	Yes	LEA-wide	All	eHigh Fontana	$ 145,000	0.000%
1	5	ELD Curriculum	Yes	LEA-wide	All	eHigh Fontana	$ 120,000	0.000%
1	6	ELA Curriculum	Yes	LEA-wide	All	eHigh Fontana	$ 150,000	0.000%
1	7	Writing Curriculum Adoption	Yes	LEA-wide	All	eHigh Fontana	$ 250,000	0.000%
1	8	IXL	Yes	LEA-wide	All	eHigh Fontana	$ 97,000	0.000%
2	1	NWEA Math PD	Yes	LEA-wide	All	eHigh Fontana	$ 56,000	0.000%
2	2	CAASPP Math PD	Yes	LEA-wide	All	eHigh Fontana	$ -	0.000%
2	3	Math Coach	Yes	LEA-wide	All	eHigh Fontana	$ 160,000	0.000%
2	4	Curriculum PD	Yes	LEA-wide	All	eHigh Fontana	$ 57,000	0.000%
2	5	Math Curriculum	Yes	LEA-wide	All	eHigh Fontana	$ 176,000	0.000%
2	6	IXL	Yes	LEA-wide	All	eHigh Fontana	$ 150,000	0.000%
2	7	Targeted Intervention for Underperforming S	Yes	LEA-wide	All	eHigh Fontana	$ 195,000	0.000%
2	8	Co-Teaching Pilot	Yes	LEA-wide	All	eHigh Fontana	$ 130,000	0.000%
2	9	After-School Math Tutoring	Yes	LEA-wide	All	eHigh Fontana	$ 260,000	0.000%
3	1	Positive School Culture and Climate	Yes	LEA-wide	All	eHigh Fontana	$ 210,000	0.000%
3	2	Student Leadership and ASB	Yes	LEA-wide	All	eHigh Fontana	$ 25,000	0.000%
3	3	Solutions Committee - Attendance	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	4	Solutions Committee - School Culture & Clin	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	5	Solutions Committee - Parent & Family Enga	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	6	Solutions Committee - Community Connecti	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	7	Solutions Committee - Interventions	Yes	LEA-wide	All	eHigh Fontana	$ 70,000	0.000%
3	8	Parent Information Meetings	Yes	LEA-wide	All	eHigh Fontana	$ 45,000	0.000%
3	9	PBIS Curricular Material	Yes	LEA-wide	All	eHigh Fontana	$ 147,000	0.000%
4	1	Teacher Induction Program	Yes	LEA-wide	All	eHigh Fontana	$ 150,000	0.000%
4	2	School Climate Survey	Yes	LEA-wide	All	eHigh Fontana	$ -	0.000%
4	3	Parent Workshop & SSC	Yes	LEA-wide	All	eHigh Fontana	$ 30,000	0.000%
4	4	Parent Workshop & AAPAC	Yes	LEA-wide	All	eHigh Fontana	$ 20,000	0.000%
4	5	Parent Workshop & ELAC	Yes	LEA-wide	All	eHigh Fontana	$ 30,000	0.000%
4	6	Parent-Teacher Conference	Yes	LEA-wide	All	eHigh Fontana	$ -	0.000%
5	1	Curriculum Enhancement	Yes	LEA-wide	All	eHigh Fontana	$ 250,000	0.000%
5	2	Comprehensive Staff Development	Yes	LEA-wide	All	eHigh Fontana	$ 120,000	0.000%
5	3	Equipment Upgrade	Yes	LEA-wide	All	eHigh Fontana	$ 400,000	0.000%
5	4	Partner Network Expansion	Yes	LEA-wide	All	eHigh Fontana	$ 80,000	0.000%
5	5	Early Engagement Program	Yes	LEA-wide	All	eHigh Fontana	$ 115,000	0.000%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,228,000.00	$ 1,825,206.03

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	NWEA ELA PD	Yes	$ 175,000	$ 41,159
1	2	CAASPP ELA PD	Yes	$ 25,000	$ 34,928
1	3	ELL PD	Yes	$ 110,000	$ 33,813
1	4	ELA Curriculum PD	Yes	$ 145,000	$ 70,328
1	5	ELD Curriculum	Yes	$ 120,000	$ 86,415
1	6	ELA Curriculum	Yes	$ 150,000	$ 119,452
1	7	Writing Curriculum Adoption	Yes	$ 250,000	$ 142,197
1	8	IXL	Yes	$ 97,000	$ 28,131
2	1	NWEA Math PD	Yes	$ 56,000	$ 41,159
2	2	CAASPP Math PD	Yes	$ -	$ 33,139
2	3	Math Coach	Yes	$ 160,000	$ 26,401
2	4	Curriculum PD	Yes	$ 57,000	$ 4,830
2	5	Math Curriculum	Yes	$ 176,000	$ 13,136
2	6	IXL	Yes	$ 150,000	$ 4,830
2	7	Targeted Intervention for Underperforming Students	Yes	$ 195,000	$ 16,906
2	8	Co-Teaching Pilot	Yes	$ 130,000	$ 12,075
2	9	After-School Math Tutoring	Yes	$ 260,000	$ 260,000
3	1	Positive School Culture and Climate	Yes	$ 210,000	$ 210,000
3	2	Student Leadership and ASB	Yes	$ 25,000	$ 7,096
3	3	Solutions Committee - Attendance	Yes	$ 70,000	$ 29,494
3	4	Solutions Committee - School Culture &	Yes	$ 70,000	$ 93,809

3	5	Solutions Committee - Parent & Family	Yes	$ 70,000	$ 31,829
3	6	Solutions Committee - Community	Yes	$ 70,000	$ 79,843
3	7	Solutions Committee - Interventions	Yes	$ 70,000	$ 31,433
3	8	Parent Information Meetings	Yes	$ 45,000	$ 4,048
3	9	PBIS Curricular Material	Yes	$ 147,000	$ 25,400
4	1	Teacher Induction Program	Yes	$ 150,000	$ 118,850
4	2	School Climate Survey	Yes	$ -	$ 870
4	3	Parent Workshop & SSC	Yes	$ 30,000	$ 2,504
4	4	Parent Workshop & AAPAC	Yes	$ 20,000	$ 2,504
4	5	Parent Workshop & ELAC	Yes	$ 30,000	$ 2,504
4	6	Parent-Teacher Conference	Yes	$ -	$ 323
5	1	Curriculum Enhancement	Yes	$ 250,000	$ 84,406
5	2	Comprehensive Staff Development	Yes	$ 120,000	$ 120,000
5	3	Equipment Upgrade	Yes	$ 400,000	$ 9,846
5	4	Partner Network Expansion	Yes	$ 80,000	$ 1,550
5	5	Early Engagement Program	Yes	$ 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)
$ 1,605,966	$ 4,228,000	$ 1,825,206	$ 2,402,794	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	NWEA ELA PD	Yes	$ 175,000	$ 41,159	0.000%	0.000%
1	2	CAASPP ELA PD	Yes	$ 25,000	$ 34,928	0.000%	0.000%
1	3	ELL PD	Yes	$ 110,000	$ 33,813	0.000%	0.000%
1	4	ELA Curriculum PD	Yes	$ 145,000	$ 70,328	0.000%	0.000%
1	5	ELD Curriculum	Yes	$ 120,000	$ 86,415	0.000%	0.000%
1	6	ELA Curriculum	Yes	$ 150,000	$ 119,452	0.000%	0.000%
1	7	Writing Curriculum Adoption	Yes	$ 250,000	$ 142,197	0.000%	0.000%
1	8	IXL	Yes	$ 97,000	$ 28,131	0.000%	0.000%
2	1	NWEA Math PD	Yes	$ 56,000	$ 41,159	0.000%	0.000%
2	2	CAASPP Math PD	Yes	$ -	$ 33,139	0.000%	0.000%
2	3	Math Coach	Yes	$ 160,000	$ 26,401	0.000%	0.000%
2	4	Curriculum PD	Yes	$ 57,000	$ 4,830	0.000%	0.000%
2	5	Math Curriculum	Yes	$ 176,000	$ 13,136	0.000%	0.000%
2	6	IXL	Yes	$ 150,000	$ 4,830	0.000%	0.000%
2	7	Targeted Intervention for Underperforming Students	Yes	$ 195,000	$ 16,906	0.000%	0.000%
2	8	Co-Teaching Pilot	Yes	$ 130,000	$ 12,075	0.000%	0.000%
2	9	After-School Math Tutoring	Yes	$ 260,000	$ 260,000	0.000%	0.000%
3	1	Positive School Culture and Climate	Yes	$ 210,000	$ 210,000	0.000%	0.000%
3	2	Student Leadership and ASB	Yes	$ 25,000	$ 7,096	0.000%	0.000%
3	3	Solutions Committee - Attendance	Yes	$ 70,000	$ 29,494	0.000%	0.000%
3	4	Solutions Committee - School Culture & Climate	Yes	$ 70,000	$ 93,809	0.000%	0.000%
3	5	Solutions Committee - Parent & Family Engagement	Yes	$ 70,000	$ 31,829	0.000%	0.000%
3	6	Solutions Committee - Community Connections	Yes	$ 70,000	$ 79,843	0.000%	0.000%
3	7	Solutions Committee - Interventions	Yes	$ 70,000	$ 31,433	0.000%	0.000%
3	8	Parent Information Meetings	Yes	$ 45,000	$ 4,048	0.000%	0.000%
3	9	PBIS Curricular Material	Yes	$ 147,000	$ 25,400	0.000%	0.000%
4	1	Teacher Induction Program	Yes	$ 150,000	$ 118,850	0.000%	0.000%
4	2	School Climate Survey	Yes	$ -	$ 870	0.000%	0.000%
4	3	Parent Workshop & SSC	Yes	$ 30,000	$ 2,504	0.000%	0.000%
4	4	Parent Workshop & AAPAC	Yes	$ 20,000	$ 2,504	0.000%	0.000%
4	5	Parent Workshop & ELAC	Yes	$ 30,000	$ 2,504	0.000%	0.000%
4	6	Parent-Teacher Conference	Yes	$ -	$ 323	0.000%	0.000%
5	1	Curriculum Enhancement	Yes	$ 250,000	$ 84,406	0.000%	0.000%
5	2	Comprehensive Staff Development	Yes	$ 120,000	$ 120,000	0.000%	0.000%
5	3	Equipment Upgrade	Yes	$ 400,000	$ 9,846	0.000%	0.000%
5	4	Partner Network Expansion	Yes	$ 80,000	$ 1,550	0.000%	0.000%
5	5	Early Engagement Program	Yes	$ 115,000	$ -	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)
$ 5,402,656	$ 1,605,966	0.000%	29.725%	$ 1,825,206	0.000%	33.783%	$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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