Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Entrepreneur High School
CDS code:	36 67876 0136952
LEA contact information:	Jacqueline Jefferson j.woodsjefferson@realjourney.org 909-888-8458
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in

Projected General Fund Revenue for the	**Amount**	
Total LCFF funds	$	7,285,786
LCFF supplemental & concentration grants	$	1,962,468
All other state funds	$	2,813,737
All local funds	$	57,400
All federal funds	$	1,203,185
Total Projected Revenue	$	11,360,108

Total Budgeted Expenditures for the	**Amount**	
Total Budgeted General Fund Expenditures	$	10,387,878
Total Budgeted Expenditures in the LCAP	$	3,558,000
Total Budgeted Expenditures for High Needs Students in the LCAP	$	3,438,000
Expenditures not in the LCAP	$	6,829,878

Expenditures for High Needs Students in the	**Amount**	
Total Budgeted Expenditures for High Needs Students in the LCAP	$	3,438,000
Actual Expenditures for High Needs Students in LCAP	$	3,438,000

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educationa

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP includes all LCFF funds for the 2026-27 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.
No response required.	

No response required.	

l agency must respond to the prompt.

LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Entrepreneur High School

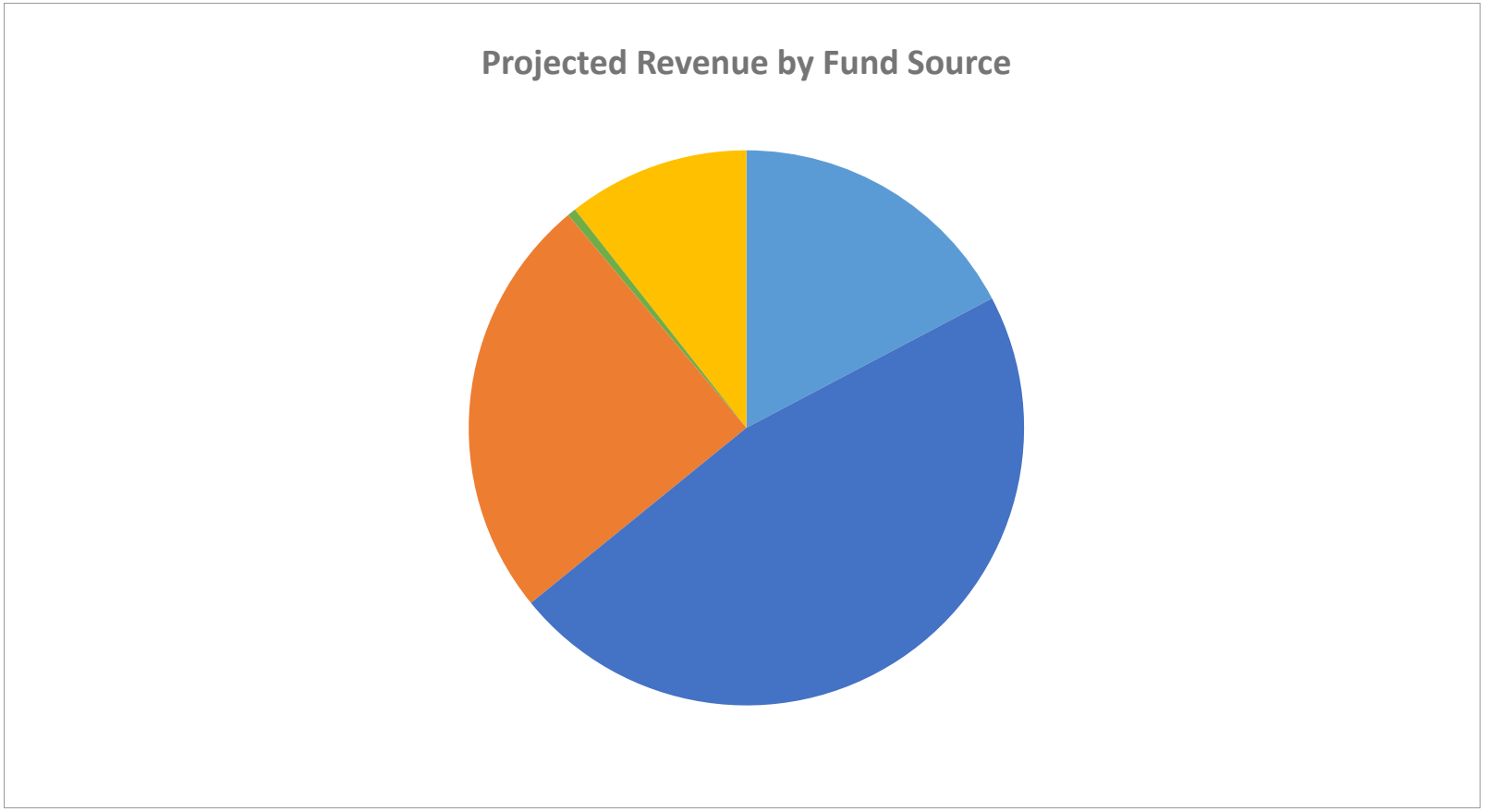
CDS Code: 36 67876 0136952

School Year: 2026-27

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).

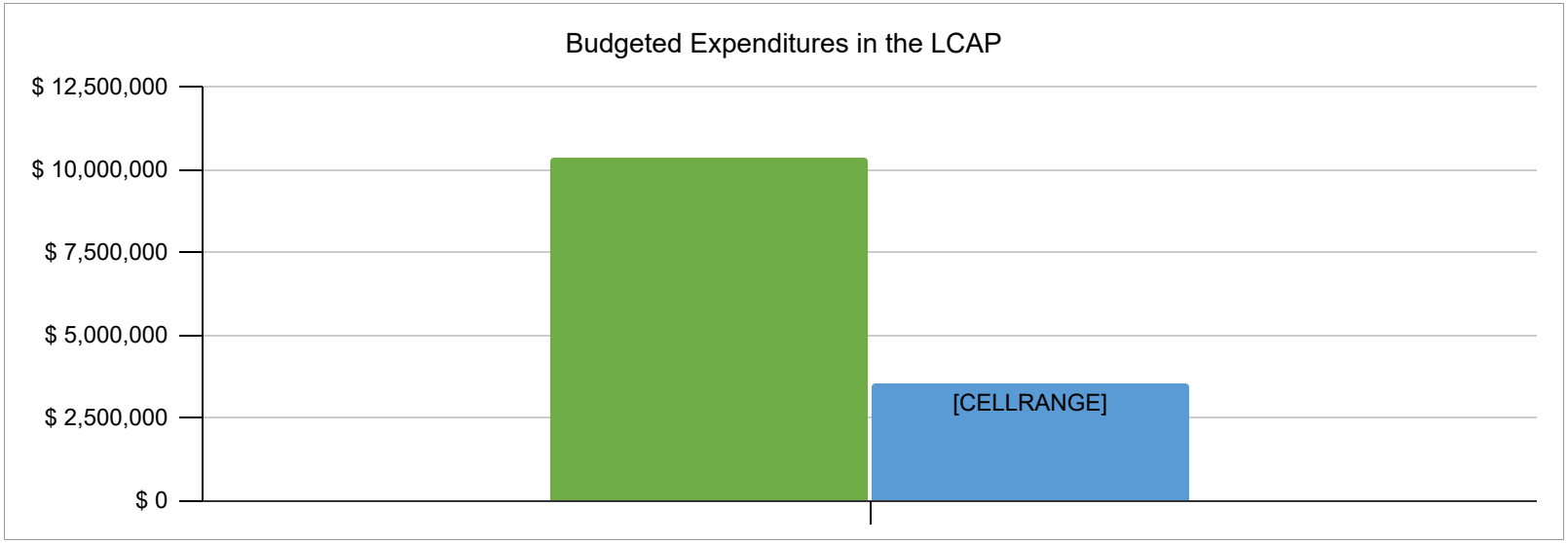
Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Entrepreneur High School is $11,360,108.00, of which $7,285,786.00 is Local Control Funding Formula (LCFF), $2,813,737.00 is other state funds, $57,400.00 is local funds, and $1,203,185.00 is federal funds. Of the $7,285,786.00 in LCFF Funds, $1,962,468.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

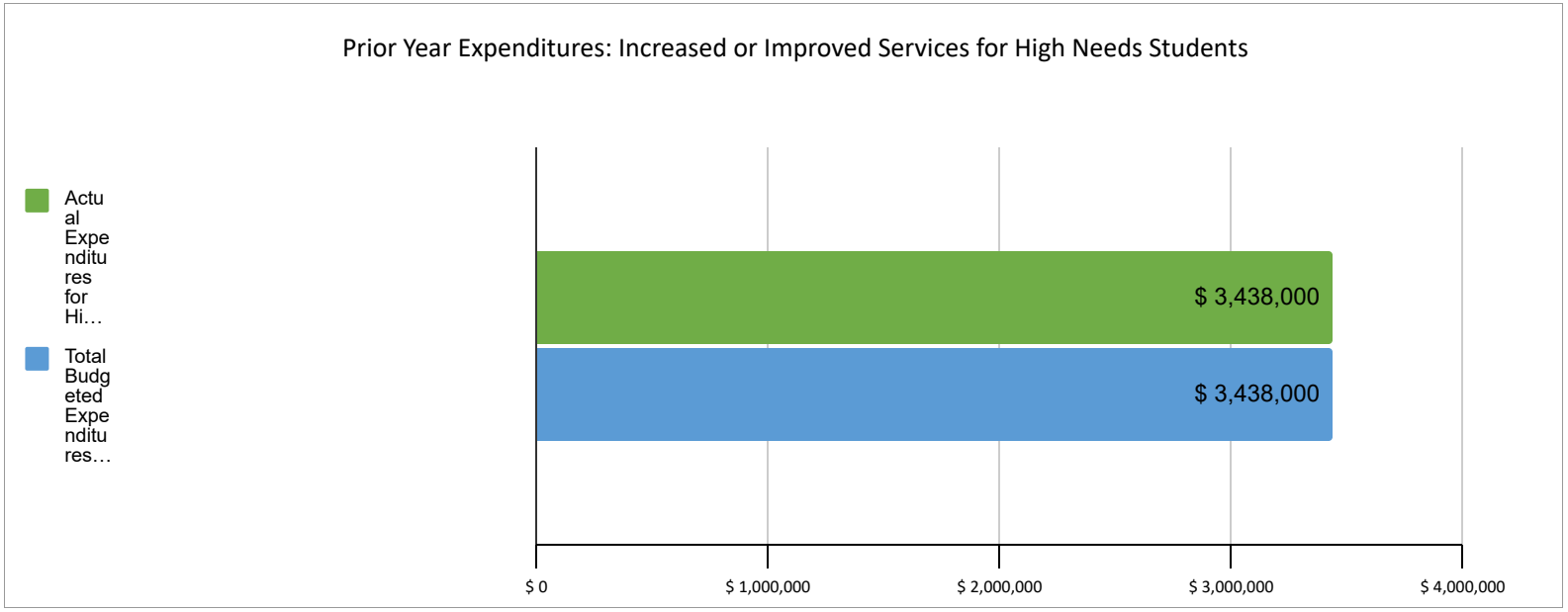
The text description of the above chart is as follows: Entrepreneur High School plans to spend $10,387,878.00 for the 2026-27 school year. Of that amount, $3,558,000.00 is tied to actions/services in the LCAP and $6,829,878.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP includes all LCFF funds for the 2026-27 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 2026-27 School Year

In 2026-27, Entrepreneur High School is projecting it will receive $1,962,468.00 based on the enrollment of foster youth, English learner, and low-income students. Entrepreneur High School must describe how it intends to increase or improve services for high needs students in the LCAP. Entrepreneur High School plans to spend $3,438,000.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2025-26, Entrepreneur High School's LCAP budgeted $3,438,000.00 for planned actions to increase or improve services for high needs students. Entrepreneur High School actually spent $3,438,000.00 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Entrepreneur High School San Bernardino	Jacqueline Jefferson, Superintendent	j.woodsjefferson@realjourney.org 909-888-8458

Plan Summary 2026-27

General Information

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

Entrepreneur High School San Bernardino, serving 450 students in grades 9–12, is a cornerstone of opportunity for the Inland Empire and Highland communities, offering a transformative education that prepares students for college, careers, and beyond. Our vision is to cultivate lifelong learners and innovative leaders who excel in high-demand industries and contribute to a vibrant future. Guided by our mission, we deliver a forward-thinking educational experience that seamlessly blends a rigorous college-preparatory curriculum with personalized career training and entrepreneurial skill development.At Entrepreneur High School, students can choose from a variety of career training pathways in high-demand industries, including: Culinary; Digital Video Production; Software and IT Systems; Entrepreneurship and Sales; and Teacher Education Pathway.Our 494 students engage in dynamic, hands-on learning that sparks curiosity, hones skills, and provides real-world exposure in their chosen career pathways. Upon graduation, students are poised for success ready to pursue higher education, launch entrepreneurial ventures, or enter the workforce with confidence, distinguished by scholarly achievement, technical proficiency, and an innovative, entrepreneurial mindset.Key 2026–27 context: ADA working toward 93%; suspension rate being reduced from 18.6% (Year 1) toward the 6% Year 3 target through Phase 3 restorative practices and PBIS; expanded home visits and academic workshops to strengthen family–school connections; community health partnerships providing on-site wellness services; growing percentages of students meeting ELA and Math standards through disciplinary literacy and high-dosage tutoring; 100% of CTE pathway students earning Competency Skills Certificates; and individualized graduation planning ensuring every student has a roadmap to graduation. Total Enrollment: 450

Reflections: Annual Performance

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

Based on a thorough review of the California School Dashboard and local data, Entrepreneur High School San Bernardino's 2025–26 performance offers valuable insights and highlights priorities for the final year of this LCAP cycle.English Language Arts (ELA): ELA performance remains in the Orange/Red category, with students scoring 61.7 points below the state standard and a decline of 24.2 points at baseline. Year 1 (2024–25) showed 31% of all students meeting or exceeding standard on CAASPP ELA, below the 37.90% baseline. Year 2 (2025–26) full implementation of the RJA Instructional Framework, disciplinary literacy coaching, and expanded tutoring produced incremental progress: African American students reached 41.25% (Year 2) trending toward the 62% Year 3 target; English Learners reached 34.3% (Year 2) trending toward 41%. NWEA ELA growth shows upward trends for all groups. Persistent gaps remain for English Learners and Long-Term English Learners. Equity Report: 99 student groups in Red; 0 in Orange, Yellow, Green, or Blue.Mathematics: Mathematics performance is in the Red category, with students averaging 155.2 points below the

standard and an 8.7-point decline at baseline. Year 1 CAASPP Math showed 10.09% meeting or exceeding standard. Year 2 math PD aligned to the 2023 CA Mathematics Framework and expanded high-dosage tutoring drove incremental gains. NWEA Math attainment improved from the 15% baseline (18.21% in Year 1). EL math performance requires continued language-integrated support. Equity Report: 99 student groups in Red; 0 in Orange, Yellow, Green, or Blue.English Learner Progress: Categorized as Yellow. 32% of EL students advancing toward proficiency at baseline (14.7% improvement). Year 2 ELD expansion and EL Learning Specialist contributed incremental gains. LTELs remain a priority. Equity Report: 2 student groups in Red.College/Career Readiness: A school strength. 71.4% of students prepared (up 6.6% at baseline). A-G completion rose from 80% to 96% in Year 1, maintaining 95% in Year 2. Dual enrollment dropped from 23% to 12% in Year 1 and is recovering in Year 2. CTE industry certification declined from 60% to 48.1% in Year 1 and is recovering in Year 2. Equity Report: 0 groups in Very Low/Low; 1 in Medium; 14 in High; 112 in Very High.Attendance and Climate: Attendance declined from 91% (baseline) to 87% (Year 1) before improving toward 89–90% in Year 2. Chronic absenteeism improved from 40% to 36.69% in Year 1, projected toward 30% in Year 2. Suspension rates increased from 15.1% to 18.6% in Year 1 counter to goal trajectory before projected improvement in Year 2. Expulsion rates declined to 2.36%.Student groups identified as receiving the lowest performance level on the 2023 California School Dashboard: ELA, Socioeconomically Disadvantaged, English Learners, African American, Hispanic; Math, Socioeconomically Disadvantaged, English Learners, African American, Hispanic; Suspension Rate, African American (27%), Students with Disabilities (15.2%), Socioeconomically Disadvantaged (14.8%); Chronic Absenteeism, All student groups.

Reflections: Technical Assistance

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

NA

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
School Site Council (SSC)Parents, Teachers, Administration & Staff	Monthly SSC meetings beginning September 2025 reviewed 2025–26 LCAP goals, student achievement data, and budget. Parents supported bridging achievement gaps and increasing student attendance, voicing the importance of continued rigorous instruction aligned with California College and Career Readiness standards. The group supported existing goals and shared ideas for increasing family awareness of chronic absenteeism impacts. Mid-year review in January 2026 assessed progress. Final sessions in April/May 2026 refined proposed 2026–27 actions. In May 2026, the SSC received the full draft of the 2026–27 LCAP for final consultation prior to Board adoption.
English Language Advisory Council (ELAC)Parents, Teachers & Staff	Monthly ELAC meetings October 2025–May 2026 focused on incorporating bilingual reading materials into classrooms and resources sent home. The committee sought educational partner engagement through survey, ParentSquare App, parent newsletter, phone calls, and emails. Monthly meetings collaborate with partners in support of English learners and their education. Input directly informed Actions 1.4 (EL Language Acquisition) and ELD integration in Goal 2 Math instruction.
African American Parent Advisory Council (AAPAC)Teachers, Parents & Staff	Monthly AAPAC meetings addressed the 27% African American suspension rate and culturally responsive instructional practices. AAPAC goals: (1) raise awareness of culturally sensitive issues; (2) support cultural acceptance and educational equity; (3) provide knowledge and resources to increase parent/caregiver engagement; (4) advocate as liaison for student and family needs; (5) create parental and cultural connections through collaborative events. Input shaped Action 3.6 (restorative practices) and Goal 4 engagement strategies.
Students	Students in leadership positions ASB, internal business councils, and advisory groups participated during weekly and monthly meetings. Focus groups in October 2025 and January 2026; student LCAP survey February 2026; check-out survey April 2026. Students proposed initiatives to promote inclusivity and respect, such as cultural awareness workshops, anti-bullying campaigns, and student-led diversity clubs. Student voice informed Goals 3, 4, and 5.
Schoolwide Solutions TeamsTeachers & Staff	Solutions Teams comprised teachers and staff serving on at least one of five teams: Attendance, Interventions, Parent and Family Involvement, Community Connections, and Cooperative Culture. Each team reflected on student, family, and school needs and developed targeted initiatives. Their recommendations directly shaped 2026–27 action steps across all five goals. Monthly staff meetings provided structured time for data review and instructional planning.
Governing Board	The Governing Board received a Mid-Year Report on February 18, 2026. A Public Hearing on June 3, 2026 allowed educational partner review. Formal adoption occurred June 17, 2026. Board recommendations and approvals ensured the 2026–27 LCAP reflects school community needs and priorities.

Insert or delete rows, as necessary.

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

EHS drew on input from parents, students, teachers, site leaders, and classified staff to prioritize the following for 2026–27:Accelerate literacy and mathematics: Partners called for more consistent, research-based disciplinary literacy instruction and differentiated intervention so every learner makes measurable gains. (Goals 1 and 2, all ELA

and Math actions.)Reduce suspensions through restorative practices: AAPAC and students requested expanded restorative circles, mandatory staff training, and culturally responsive discipline to address the 27% African American suspension rate. (Action 3.6, DA plan.)Increase engagement through extended learning: Families, students, and staff asked for more after-school enrichment and tutoring. (Actions 1.2, 2.2, Goals 3/4.)Strengthen family engagement and multilingual communication: ELAC and AAPAC emphasized two-way communication in home languages and bilingual family nights. (Actions 3.5, 4.2, 4.3.)Broaden CTE and entrepreneurship access: Students and families wanted expanded CTE certifications, dual enrollment, and career-connected learning. (Goal 5.)Make learning more experiential: Teachers emphasized labs, project-based work, and real-world applications. (Goals 2 and 5.)

Goals and Actions

Goal #1

Goal #1`	Description	Type of Goal
1	Entrepreneur High School San Bernardino is committed to maintaining high academic standards for all 450 students by delivering personalized English Language Arts (ELA) instruction tailored to each student's instructional level. We will achieve this by implementing the RJA Instructional Framework, adhering to RJA's adopted pacing plans, unit plans, and curriculum support materials, all meticulously aligned with the California Common Core State Standards. This approach ensures equitable access to rigorous, standards-based learning, empowering every student—particularly the 99 student groups in Red for ELA to build literacy skills, close achievement gaps, and thrive as confident, college- and career-ready learners.	Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic (Conditions of Learning): Rate of teacher misassignment; student access to standards-aligned instructional materials; facilities in good repair. Equity Report: Resources and teacher support prioritize the 99 student groups in Red.Priority 2 – State Standards: Implementation of state academic content and performance standards for all pupils, including English Learners, through the RJA Instructional Framework.Priority 4 Pupil Achievement: Improved ELA test scores, increased share of students prepared for college and careers (building on 71.4% readiness rate), accelerated EL proficiency and reclassification, boosted college readiness.Priority 7 – Course Access: All students access a comprehensive ELA curriculum integrated with disciplinary literacy, supported by equitable resource allocation. Equity Report: Course access universal; 99 groups in Red benefit from enriched ELA opportunities.

An explanation of why the LEA has developed this goal.

Entrepreneur High School San Bernardino developed this goal to intentionally elevate student outcomes by aligning ELA instruction with California Common Core State Standards. The California Dashboard shows ELA performance in the Orange/Red category, 61.7 points below standard with a decline of 24.2 points, and 99 student groups in Red with none in Yellow, Green, or Blue. By leveraging the RJA Instructional Framework and adopted curriculum resources, this goal addresses critical gaps through disciplinary literacy and personalized instruction. Local NWEA ELA data showed all students improving from 42.7% to 44.7% meeting the 50th percentile in Year 1, EL students from 37.5% to 40.2%, and SED students from 41.4% to 45.3%. African American students improved from 31.58% (baseline) to 43.75% in Year 1. EL and LTEL students remain furthest from standard and require the most intensive support in Year 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA – All Students (Schoolwide)	37.90% met/exceeded standard	31% met/exceeded standard	~40.25% met/exceeded standard	65% met/exceeded standard	Difference from Baseline: 65% – 37.90% = 27.10 percentage points
1.1	CAASPP ELA – Socioeconomically Disadvantaged	38.71% met/exceeded standard	25.6% met/exceeded standard	34.3% met/exceeded standard	63% met/exceeded standard	Difference from Baseline: 63% – 38.71% = 24.29 percentage points
1.1	CAASPP ELA – African American Students	31.58% met/exceeded standard	43.75% met/exceeded standard	41.25% met/exceeded standard	62% met/exceeded standard	Difference from Baseline: 62% – 31.58% = 30.42 percentage points
1.2	NWEA ELA – % Meeting/Exceeding 50th Percentile (All Students)	42.7% at/above 50th percentile	44.7%	46.2%	75% at/above 50th percentile	Year 3 target 75% – 42.7% = +32.3 pts from baseline
1.2	NWEA ELA – % Meeting/Exceeding 50th Percentile (EL Students)	37.5%	40.2%	40.1%	55%	Year 3 target 55% – 37.5% = +17.5 pts from baseline
1.2	NWEA ELA – % Meeting/Exceeding 50th Percentile (SED Students)	41.4%	45.3%	47.0%	55%	Year 3 target 55% – 41.4% = +13.6 pts from baseline
1.3	ELPAC – % EL Students Making Progress Toward Proficiency	32% making progress	35.5%	38%	50% making progress	Year 3 target 50% – 32% = +18 pts; current Year 2: +6 pts from baseline

Goal Analysis for 2025-26

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

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

In 2025–26 (Year 2), EHS fully implemented the RJA ELA curriculum by Q1 as committed. Disciplinary literacy coaching was embedded across all content areas with bi-weekly CHALK walkthroughs. All professional development sessions were delivered in person, correcting the virtual delivery from Year 1. Two additional intervention specialists were onboarded, expanding EL and SED small-group tutoring. CHALK and Mosaic platforms were used consistently for lesson plan review and teacher evaluations.Successes: Full in-person PD strengthened teacher capacity; NWEA ELA data reflects upward growth trends for all groups; culturally responsive literacy materials improved African American student engagement; reclassification rates for EL students improved.Challenges: EL CAASPP ELA performance requires continued intensive ELD support. LTEL students need more intensive designated ELD beyond the current block. Home internet access for SED students remains a barrier to extended learning.

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: (ELA Literacy/Disciplinary Literacy PD):

Budgeted $10,000

Estimated Actual $39,980

Material difference of $29,980

Explanation: due to adoption of supplemental culturally responsive materials to support and enhance the core curriculum.

Action 1.2: (ELA Tutoring):

Budgeted $244,000

Estimated Actual $167,000

Material difference of $77,000

Explanation: due to tutoring scheduling adjustments and a reduction of student enrollment.

Action 1.3: (PD & PLCs):

Budgeted $220,000

Estimated Actual $181,000

Material difference of $39,000

Explanation: due to collaboration between RJA schools for a discounted share cost.

Action 1.4: (Lesson Design & CHALK/Mosaic):

Budgeted $72,000

Estimated Actual $57,820

Material difference of $14,200

Explanation: due to a reduction of staff which lowered the overal cost of the platform and implementation.

Action 1.5: (ELA Data Analysis):

Budgeted $236,000

Estimated Actual $179,000

Material difference of $57,000

Explanation: due to consolidation of data analysis and PD activities.

Action 1.6: (NWEA):

Budgeted $189,000

Estimated Actual $147,000

Material difference of $42,000

Explanation: due to reduced student enrollment.

Action 1.7: (CAASPP Preparation):

Budgeted $45,000

Estimated Actual $39,980

Material difference of $5,020

Explanation: 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: Disciplinary Literacy Instruction: Highly effective. Full curriculum implementation with in-person PD produced measurable NWEA growth and improved teacher confidence. Culturally responsive materials strengthened engagement for African American and Hispanic students.

Action 1.2: ELA Tutoring: Moderately effective. Expanded access reached more students than Year 1; students attending consistently showed NWEA growth. EL and LTEL students require more consistent dosage. In 2026–27, minimum 3 sessions/week guaranteed.

Action 1.3: PD & PLCs: Highly effective. Grade-level PLC data cycles produced stronger alignment between assessment data and classroom instruction for SED and African American students.

Action 1.4: Lesson Design & CHALK: Effective. Consistent lesson plan review improved instructional alignment; Mosaic evaluations informed targeted coaching.

Action 1.5: ELA Data Analysis: Effective. SBAC Interim and NWEA data used meaningfully in PLCs. History and Science content areas added to data analysis cycles.

Action 1.6: NWEA: Highly effective. Teachers use MOY data to regroup students; NWEA ELA growth trends positive for all groups.

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.

For 2026–27, EHS will: (1) maintain full disciplinary literacy implementation while adding explicit writing-across-the-curriculum focus in all content areas; (2) increase EL/LTEL tutoring to a guaranteed minimum of 3 sessions per week with embedded language scaffolds; (3) expand student data-chat and goal-setting routines in advisory for EL/LTEL students; (4) schedule SBAC Interim practice windows in Q2 and Q3. The EL CAASPP target is updated to reflect Year 2 actuals (34.3% in 2025–26) with 41% as the Year 3 target. Metric M1.4 (Reclassification Rate) now includes clearly defined annual targets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Literacy / Disciplinary Literacy Instruction	Professional development for educators on integrating disciplinary literacy in all classes. In 2026–27 expands to include writing-across-the-curriculum strategies. Primary beneficiaries: SED and EL students. Measured by Metrics 1.1, 1.2, 1.3.	$10,000	Yes
1.2	ELA Tutoring	Students at-risk or below grade level in ELA attend tutoring with a credentialed teacher or para-educator. EL students guaranteed minimum 3 sessions/week with language-scaffolded support. Funded from Title I, Part A. Measured by Metrics 1.1, 1.2, 1.3.	$244,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Development & PLCs	Quarterly in-person PD on disciplinary literacy, writing across the curriculum, ELL requirements, SWD accommodations, and CCSS. Grade-level PLC data cycles use NWEA, SBAC Interim, and CAASPP disaggregated by subgroup. Measured by Metrics 1.1, 1.2.	$220,000	Yes
1.4	Lesson Design & Progress Monitoring (CHALK/Mosaic)	Course pacing, unit, and lesson plans synchronized with CCSS and disciplinary literacy focus. Student progress assessed via CHALK bi-weekly. General education teachers receive literacy-in-discipline training. Mosaic evaluations inform coaching. Measured by Metric 1.1.	$72,000	Yes
1.5	ELA Data Analysis	Teachers use SBAC Interim data with department chairs to guide instruction across all four content areas. Grade-level PLCs analyze student data. IXL consultant supports supplemental ELA content. SBAC Interim practice windows in Q2 and Q3. Measured by Metrics 1.1, 1.2.	$236,000	Yes
1.6	NWEA Software & Professional Development	NWEA MAP (BOY, MOY, EOY) for ELA. Staff PD on NWEA navigation, data interpretation, and instructional response. Measured by Metric 1.2.	$189,000	Yes
1.7	Professional Development on CAASPP & SBAC Interim Assessments	Staff PD on CAASPP and SBAC Interim portal navigation and system reports for ELA growth. SBAC practice windows in Q2 and Q3. Measured by Metric 1.1.	$45,000	Yes

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Entrepreneur High School San Bernardino is dedicated to upholding rigorous academic standards for all 450 students by delivering personalized Mathematics instruction tailored to each student's instructional level. Through the RJA Instructional Framework and RJA's adopted pacing plans, unit plans, and curriculum support materials, fully aligned with the California Common Core State Standards, we aim to drive measurable student outcomes including increased proficiency, equitable achievement, and readiness for college and high-demand careers. This goal intentionally targets closing the achievement gap for the 99 student groups in Red.	Focus Goal

State Priorities addressed by this goal.
Priority 2 – State Standards: Implementation of state-adopted Mathematics standards for all students, including English Learners, through the RJA Instructional Framework with standards-aligned assessments, equity-centered curriculum design, differentiated instruction, and targeted professional learning. Equity Report: Prioritizes 99 student groups in Red, with specific focus on two English Learner groups in Red.Priority 4 Pupil Achievement: Improved CAASPP Math scores, increased college/career readiness (building on 71.4%), accelerated EL proficiency and reclassification, enhanced college readiness through rigorous targeted instruction.Priority 7 Course Access: All students access a comprehensive Mathematics curriculum enriched with real-world and entrepreneurship-aligned applications.Priority 8 Other Pupil Outcomes: Mathematical proficiency supports outcomes in CTE pathways, entrepreneurship, and STEM disciplines.

An explanation of why the LEA has developed this goal.
Entrepreneur High School understands that for students to be successful in college and career they need to demonstrate strong mathematical reasoning and problem-solving skills. To ensure math literacy is incorporated in all content areas, EHS provides teachers with the RJA Instructional Framework and adopted pacing plans and incorporates disciplinary literacy through the content areas. This goal will lead to increased graduation rates, A-G completion, and acceptance into four-year colleges. Through our data, we found that 21.7% of students did not meet standards in their coursework.The California Dashboard shows CAASPP Math performance in the Red category, with students averaging 155.2 points below standard and a decline of 8.7 points. Year 1 (2024–25) showed 10.09% of all students meeting or exceeding standard consistent with the 10.52% baseline. NWEA Math attainment grew from 15% baseline to 18.21% in Year 1, reflecting the positive impact of assessment-informed instruction. English Learner math performance continues to require targeted language-rich instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3Outcome	Current Differencefrom Baseline
2.1	CAASPP Math – All Students (Schoolwide)	10.52% met/exceeded standard (2022-23 baseline)	10.09% met/exceeded standard (2023-24 Year 1)	5.36% met/exceeded standard (2024-25)	40% met/exceeded standard	Difference from Baseline: 40% – 10.52% = 29.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3Outcome	Current Differencefrom Baseline
2.1	CAASPP Math – Socioeconomically Disadvantaged	10.64% met/exceeded standard	7.23% met/exceeded standard	Approximately 3–5% met/exceeded standard (2024-25)	30% met/exceeded standard	Difference from Baseline: 30% – 10.64% = 19.36 percentage points
2.1	CAASPP Math – Hispanic Students	11.94% met/exceeded standard	10.00% met/exceeded standard	4.94% met/exceeded standard (2024-25	35% met/exceeded standard	Difference from Baseline: 35% – 11.94% = 23.06 percentage points
2.1	CAASPP Math – African American Students	5.26% met/exceeded standard	5.26% met/exceeded standard	4.35% met/exceeded standard (2024-25)	30% met/exceeded standard	Difference from Baseline: 30% – 5.26% = 24.74 percentage points
2.1	CAASPP Math – English Learner	Group size too small	Group size too small	Group size too small to report	38% met/exceeded standard	Cannot calculate from baseline; Year 3 target: 38%
2.2	NWEA Math – % Meeting Projected Growth (BOY–EOY, All Students)	57.43% met projected growth	55.61% met projected growth	44.2% met projected growth	80% meet projected growth	Difference from Baseline: 80% – 57.43% = 22.57 percentage points
2.3	NWEA Math – % at 61st Percentile or Above (All Students)	15% at 61st+	18.21% at 61st+	18.9% at 61st percentile or above	41% at 61st percentile or above	Difference from Baseline: 41% – 15% = 26 percentage points

Goal Analysis for 2025-26

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

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

In 2025–26 (Year 2), EHS expanded Math PD to include all four core content areas (adding History and Science alongside Math and ELA), as planned. High-dosage Math tutoring expanded with guaranteed minimum frequency for identified students. Parent math training workshops were relaunched with improved scheduling and childcare support. Lesson design aligned to CCSS through CHALK, with department chair coaching.NWEA Math attainment grew from 15% baseline toward the 18–21% range. EL Math performance requires deeper language-rich instruction fidelity for LTEL students.Successes: In-person PD strengthened teacher content knowledge; NWEA attainment

improved; department chair coaching via CHALK improved pacing alignment.Challenges: EL CAASPP Math declined in Year 1 and requires intensified language-integrated supports. Parent math participation is lower than targeted.

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 (Math Literacy PD):
Budgeted $85,000
Estimated Actual $42,680
Material difference of $42,320
Explanation: due to phase 1 implementation this school year and phase 2 and 3 in 2026-27 school year with expanded language-integration focus.

Action 2.2 (Math Tutoring):
Budgeted $260,000
Estimated Actual $211,432
Material difference of $48,868
Explanation: due to tutoring being embedded in MTSS Learning Period for full-year utilization.

Action 2.3 (Parent Math Training):
Budgeted $55,000
Estimated Actual $38,017
Material difference of $16,983
Explanation: due to a low parent participation. In 2026–27, multilingual facilitators and virtual options are added.

Action 2.4 (Lesson Design & CHALK):
Budgeted $67,000
Estimated Actual $48,627
Material difference of $22,197
Explanation: due to staggered PD in 2025-2026. In the 2026-2027 school year PD will also include additional measures of mastery and academic success.

Action 2.5 (Data Analysis):
Budgeted $175,000
Estimated Actual $127,000
Material difference of $48,000
Explanation: due to a reduction of staff and a reduction in PD offerings. All PD offerings will be provided through a consultant and will exhaust all allocated funding during the 2026-2027 school year.

Action 2.6 (NWEA):
Budgeted $150,000
Estimated Actual $89,601
Material difference of $60,399

Explanation: due to a longevity discounted rate and a reduction in student enrollment.

Action 2.7 (CAASPP & SBAC PD):
Budgeted $60,000;
Estimated Actual $57,556 .
No material difference.

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

Action 2.1: Math Literacy PD: Partially effective. NWEA attainment improved (15% to 18.21%). EL CAASPP Math declined, indicating language-integrated supports must be intensified. 2026–27 adds Mathematical Language Routines to every lesson.

Action 2.2: Math Tutoring: Moderately effective. Students attending consistently showed NWEA growth; inconsistent attendance limited broader impact. In 2026–27, embedded in MTSS Learning Period for guaranteed access.

Action 2.3: Parent Math Training: Less effective due to low participation. In 2026–27, multilingual materials and virtual options expand access.

Action 2.4: Lesson Design: Effective. CHALK review improved instructional quality and cross-curricular math literacy impact.

Action 2.5: Data Analysis: Effective. Interim data used meaningfully in PLCs. SBAC Interim practice windows added in Q2 and Q3 for 2026–27.

Action 2.6: NWEA: Highly effective. Teachers use MOY data to regroup students; attainment growth reflects the positive impact of assessment-informed instruction.

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.

For 2026–27, EHS will:
(1) embed Math tutoring in the MTSS Learning Period for guaranteed access;
(2) add a Math-Language Integration focus to all PD sessions targeting EL/LTEL academic vocabulary and Mathematical Language Routines (sentence frames, structured talk moves, bilingual glossaries);
(3) expand parent math workshops with bilingual facilitators and virtual attendance;
(4) pilot a culturally relevant math intervention cohort for African American students;
(5) schedule SBAC Interim practice windows in Q2 and Q3.
Action 2.1 is revised to explicitly include designated language supports in every lesson.
Action 2.2 updated to describe guaranteed minimum session frequency.
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math Literacy / Data-Driven Math Instruction	Teachers participate in PD on integrating literacy in all math courses. Daily lessons include Mathematical Language Routines, sentence frames, bilingual glossaries, and visual supports for EL access. Measured by Metrics 2.1, 2.2.	$85,000	Yes
2.2	Math Tutoring (MTSS Learning Period)	Students at-risk or failing Math attend tutoring embedded in MTSS Learning Period and after school. Minimum 3x/week guaranteed for identified students. Measured by Metrics 2.1, 2.2.	$260,000	Yes
2.3	Parent Math Training	Parents receive training on mathematical skills and content vocabulary to support students at home. Sessions in English and Spanish; virtual option available. Measured by Metrics 2.1, 4.3.	$55,000	Yes
2.4	Lesson Design & Progress Monitoring (Math)	Math course pacing, unit, and lesson plans aligned with CCSS. Administrators review via CHALK; department chairs coach. History and Science included. Measured by Metric 2.1.	$67,000	Yes
2.5	Math Data Analysis	Teachers use SBAC Interim data across all four content areas. Grade-level PLCs analyze math data. SBAC Interim practice windows in Q2 and Q3. PD costs included. Measured by Metrics 2.1, 2.2.	$175,000	Yes
2.6	NWEA Software & Professional Development	NWEA MAP (BOY, MOY, EOY) for Math. Staff PD on NWEA data use and instructional response. Measured by Metrics 2.2, 2.3.	$150,000	Yes
2.7	Professional Development on CAASPP & SBAC Interim Assessments	Staff PD on CAASPP and SBAC Interim navigation and reports for Math. SBAC practice windows in Q2 and Q3. Measured by Metric 2.1.	$60,000	Yes

Goal 3

Goal #	Description	Type of Goal
3	Entrepreneur High School San Bernardino is committed to creating a nurturing, equitable, and sustainable learning environment that promotes a positive school climate and culture for all 494 students. By intentionally cultivating inclusivity, supporting student well-being, and embedding restorative practices and PBIS, we aim to drive measurable outcomes in	Focus Goal

Goal #	Description	Type of Goal
	academic achievement, social-emotional growth, and civic responsibility. This goal ensures every student—particularly the 99 groups in Red for academic performance—thrives in a safe, welcoming community.	

State Priorities addressed by this goal.
Priority 1 Basic (Conditions of Learning): Teacher misassignment; student access to standards-aligned materials; facilities in good repair relating to culture and climate.
Priority 2 State Standards: Implementation for all pupils including English Learners.
Priority 3 Parental Involvement: Efforts to seek parent input; promote participation in programs for unduplicated pupils and special needs subgroups.
Priority 4 Pupil Achievement: Attendance, college/career readiness.
Priority 5 Pupil Engagement: Attendance rates, chronic absenteeism, dropout rates, graduation rates.
Priority 6 School Climate: Suspension rates, expulsion rates, local measures of safety and school connectedness.
Priority 8 Other Pupil Outcomes: Social-emotional learning aligned to EC 51210.

An explanation of why the LEA has developed this goal.
A positive and equitable school climate directly contributes to better student engagement and achievement. This goal is particularly urgent given current Dashboard data showing: 27% of African American students suspended at least one day; 15.2% of Students with Disabilities suspended; 14.8% of Socioeconomically Disadvantaged students suspended.Suspension rates increased from 15.1% to 18.6% in Year 1 counter to goal trajectory underscoring urgency of completing Phase 3 restorative practices implementation. Chronic absenteeism improved from 40% to 36.69% in Year 1 but remains nearly twice the state average. Attendance declined from 91% to 87% (Year 1) before improving. Expulsion rates declined positively to 2.36%.By embedding restorative practices, PBIS, SEL, and wraparound supports, EHS will address underlying factors contributing to absenteeism, suspensions, and disconnection especially for historically underserved groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate (ADA %) – Full Year	91%	87%	~89%	93%	Year 3 target 93% – 91% = +2 pts (Year 1 declined 4%; recovery underway)
3.2	Chronic Absenteeism Rate (%) – Full Year	40%	36.69%	~30%	20–30% (full year, revised target)	Year 1 improved −3.31 pts to 36.69%; Year 3 target = −10 additional points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Suspension Rate (%) – Full Year	15.1%	18.6%	~20%	10% (full year revised interim target)	Year 1 increased +3.5% from baseline; Year 3 target 10% = −5.1 pts from baseline
3.4	Expulsion Rate (%) – Full Year	3%	2%	~2%	<2%	Year 1: −0.64% (positive direction); Year 3 continues downward trend
3.5	Student Engagement Index – Panorama Survey (Sense of Belonging)	70% positive responses	53% positive responses	~74% positive responses	80% positive responses	[Calculate when Year 2 survey data available]

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.
Year 2 (2025–26) marked Phase 2 of the climate improvement plan. The PBIS software platform was purchased and launched in Q1, enabling real-time data tracking of positive behavior acknowledgments, office referrals, and Tier 2/3 support. Phase 2 restorative practices training extended to all staff with a full-day PD in August 2025 and quarterly follow-up sessions. Attendance outreach expanded with daily notifications, counselor home visits for chronically absent students, and ParentSquare messaging.Successes: Chronic absenteeism trended toward 30% interim benchmark. Expulsion rates continued to decline. PBIS software now informs Tier 2/3 support decisions. AAPAC engagement with behavior data strengthened community trust. Teacher induction program expanded.Challenges: Suspension rate reduction remains most challenging due to multi-year culture change and some staff resistance to restorative alternatives. Transportation and socioeconomic barriers continue to affect attendance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
Action 3.1 (Chronic Absenteeism – Phase 2):
Budgeted $30,000;
Estimated Actual $27,225
Material difference: $2,775
Explanation: no material difference

Action 3.2 (Attendance Tracking & Communication):
Budgeted $30,000;
Estimated Actual $6,981
Material difference of $23,019
Explanation: due to restruct of internal systems. During the 2026-2027 school year a part time FTE will be added and all funds will be allocated.

Action 3.3 (Teacher Induction & Mentorship):
Budgeted $120,000
Estimated Actual $196,000.
Material difference of $76,000
Explanation: due to the increased number of teachers participating in the induction program.

Action 3.4 (Student Safety Survey):
Budgeted $0
Estimated Actual $4,582
Material difference $4,582
Explanation: No material difference

Action 3.5 (Parent & Educational Partners Engagement):
Budgeted $0
Estimated Actual $105,241
Material difference $105,241
Explanation: Material difference due to significant increase in parent and community participation in schoolwide activities. Budget now reflects this investment.

Action 3.6 (PBIS & Student Suspensions):
Budgeted $45,000
Estimated Actual $23,001
Material difference $21,999
Explanation: due to reduced shared cost saving of online PBIS program.

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

Action 3.1 Chronic Absenteeism: Moderately effective. Home visits and counselor outreach reduced absenteeism for targeted students (40% to 36.69% in Year 1; projected toward 30% in Year 2). External barriers, transportation, socioeconomic factors persist and require Phase 3 community partnerships.

Action 3.2 Attendance Tracking: Effective. Enhanced daily notification and SART/SARB processes allowed earlier identification of at-risk students.

Action 3.3 Teacher Induction: Highly effective. Expanded induction supports early-career teachers in restorative approaches and responsive classroom strategies. Cost overage reflects program success.

Action 3.4 Student Safety Survey: Implemented as planned. Data informs Goal 3 priorities.

Action 3.5 Parent Engagement: Effective. Significant increase in parent participation demonstrates growing community trust.

Action 3.6 PBIS & Restorative Practices: Becoming effective in Year 2. PBIS software data now informs Tier 2/3 decisions. Suspension rates increased in Year 1 (15.1% to 18.6%) before projected improvement in Year 2. Year 3 mandates full restorative training fidelity.

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

Revised Goal: Enhance student engagement and school climate to improve attendance and significantly reduce disciplinary incidents, with a focus on equity and systemic barriers.Changes to Metrics: Full-year tracking with quarterly benchmarks (not first-semester only). Suspension data disaggregated by demographic group. Student Engagement Index (Panorama survey) added twice per year.Revised Targets for 2026–27: Attendance 93%; Chronic Absenteeism 20–30% full year; Suspension Rate 10% (revised from 6% as realistic Year 3 interim milestone given Year 1 increase to 18.6%); Expulsion Rate <2%; Student Engagement Index 80% positive.Changes to Actions: Enhanced attendance interventions include community transportation partnerships. Restorative justice scale-up mandates training for all staff with quarterly refreshers. Equity audits of suspension/expulsion cases address disproportionate impact on African American students. Student engagement initiatives (peer mediation, student-led councils) launch for school connectedness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Chronic Absenteeism Intervention (Phase 3)	The attendance committee supports families of students with chronic absences, including transportation assistance (bus pass, rideshare, etc.). Phase 3 completes community partnership operationalization. Measured by Metric 3.2.	$30,000	Yes
3.2	Attendance Tracking & Communication	Parents notified of all absences via phone, text, mail, or email. Students with chronic absenteeism receive SART/SARB notifications. Daily ParentSquare alerts; multilingual communication. Measured by Metrics 3.1, 3.2.	$30,000	Yes
3.3	Teacher Induction & Mentorship Program	Teachers needing to clear CA State Teaching Credential participate in the Teacher Induction Program. Mentorship focuses on classroom management, lesson delivery, restorative practices, and innovative teaching styles. Measured by Metric 4.1.	$120,000	No

Action #	Title	Description	Total Funds	Contributing
3.4	Student Safety Survey	Students receive surveys about school safety with open-ended responses on safety perceptions. 100% of families receive surveys on school support perceptions. Data informs Goal 3 action priorities. Measured by Metric 3.5.	[$ 0.00]	Yes
3.5	Parent & Educational Partners Engagement	Monthly AAPAC, ELAC, and SSC meetings; quarterly community events; bilingual family nights with childcare; peer parent ambassador program. 100% of families surveyed on school support. Measured by Metrics 3.5, 4.3.	[$ 0.00]	Yes
3.6	PBIS & Restorative Practices (Phase 3)	Establish and maintain restorative justice programs with facilitated dialogue. Phase 3: mandatory training for all staff with quarterly refreshers, peer mediation, Tier 3 CICO protocols, monthly behavior data reviews disaggregated by subgroup, equity audits, alternatives to suspension. PBIS software fully utilized. Measured by Metrics 3.3, 3.4.	$45,000	Yes

Goal 4

Goal #	Description	Type of Goal
4	Foster collaboration among teachers, administrators, parents, and community members to empower students as active citizens who excel academically, develop strong character, thrive in safe, well-maintained learning environments, and benefit from community resources, ensuring every student achieves their full potential as a learner.	Focus Goal

State Priorities addressed by this goal.

Priority 1 Basic (Conditions of Learning): Rate of teacher misassignment (equity, professional learning, resource alignment); student access to standards-aligned instructional materials; facilities in good repair.
Priority 3 Parental Involvement: Efforts to seek parent input in decision-making and promote participation in programs for unduplicated pupils and special needs subgroups.
Priority 7 Course Access: Pupil enrollment in a broad course of study as described in EC Sections 51210 and 51220.

An explanation of why the LEA has developed this goal.

The goal of uniting teachers, administrators, parents, and community members builds a robust support network that drives student success. Through intentional collaboration, we empower students to become active citizens who excel academically and grow in character. By maintaining safe, well-maintained learning environments, we foster student well-being and academic achievement.Year 1 data confirmed 100% teacher credentialing and 0% misassignment maintained targets while parent engagement dropped to 15% (Year 1) and educational partner representation to 10%, both significantly below targets of 50% and 40% respectively. Year 2 multilingual outreach, hybrid meeting options, and expanded Solutions Team representation improved these metrics. Student graduation plan completion reached 80% in Year 1 and is projected toward 95–100% in Year 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Differencefrom Baseline
4.1	% Teachers Fully Credentialed (CTC)	100%	100%	100%	100%	Difference from Baseline: 0% – maintained at 100%
4.2	% Teachers Misassigned	0%	0%	0%	0%	Difference from Baseline: 0% – maintained at 0%
4.3	% Parents Engaged in Monthly Committees/Councils/Activities	25%	15%	30%	50%	Year 3 target 50% – 25% = +25 pts (Year 1 declined to 15%; recovery in Year 2)
4.4	% Educational Partner Groups Represented on School Councils	20%	10%	15%	40%	Year 3 target 40% – 20% = +20 pts (Year 1 declined to 10%; recovery in Year 2)
4.5	% Students with Completed Graduation/College/Career Plans	70%	80%	~92%	100%	Year 1 +10 pts to 80%; Year 3 target 100% – 70% = +30 pts

Goal Analysis for 2025-26

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

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

Implementation largely followed planned actions for teacher-related metrics (4.1 and 4.2), achieving full compliance. Stakeholder engagement metrics (4.3 and 4.4) improved in Year 2 with multilingual outreach, hybrid meeting formats, and expanded bilingual facilitation and childcare provision. Parent engagement improved meaningfully from the 15% Year 1 low. PowerSchool parent portal training was expanded with hands-on workshops. Community health partnerships (on-site eye exams, dental checkups) served over 100 students. Graduation plan completion projected toward 95% as counselors integrated plan reviews into advisory.Challenges: Educational partner representation on school councils remained below target. Work schedules and transportation continue to limit participation. In 2026–27, hybrid council meetings with virtual attendance options address this barrier.

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 (Recruiting & Hiring):
Budgeted $45,000
Estimated Actual $42,164
Material difference $2,836
Explanation: No material difference

Action 4.2 (Parent & Community Councils):
Budgeted $50,000
Estimated Actual $53,205
Material difference $3,205
Explanation: No material difference.

Action 4.3 (RJA Vision & Mission):
Budgeted $25,000
Estimated Actual $25,000
Material difference: $0
Explanation: No material difference.

Action 4.4 (PowerSchool):
Budgeted $150,000
Estimated Actual $127,000
Material difference of $23,000
Explanation: due to lower student enrollment..

Action 4.5 (College & Career Alternative Learning Days):
Budgeted $420,000
Estimated Actual $203,010
Material difference of $216,990
Explanation: due the restructuring of alternative learning days to include more on campus activities during the 2025-2026 school year due to staffing changes. During the 2026-2027 school year additional staff have been added and the funds will be fully expended.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Action 4.1 Teacher Credentialing & Assignment: Highly effective. Rigorous hiring, credential verification, and assignment audits maintained 100% credentialing and 0% misassignment fully aligning with targets.

Action 4.2 Parent & Community Councils: Improving but below target. Multilingual strategies produced gains from the 15% Year 1 low. Year 3 deploys peer parent ambassadors and hybrid meeting formats.

Action 4.3 RJA Mission & Vision: Moderately effective. Mission and vision visibly communicated across campus and in stakeholder meetings.

Action 4.4 PowerSchool: Effective. Expanded parent portal training increased family engagement with student academic data.Action 4.5 – College & Career Preparation: Highly effective. Graduation plan completion rose from 70% (baseline) to 80% (Year 1) and is projected to reach ~95% in Year 2. Year 3 achieves 100% through universal advisory check-ins.

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

Reflections on Year 1 and Year 2 revealed the need for more equitable and accessible engagement strategies. Year 3 changes include: peer parent ambassador program to increase council participation; all council meetings in hybrid format with Spanish interpretation; formal community partner recognition program; universal advisory-based graduation plan review to achieve 100%; new sub-metrics for underserved groups within parent and partner engagement metrics.
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Recruiting & Hiring Teachers / Teacher Assignment	eHigh ensures thorough hiring through multi-step interviews and mock lessons. Teachers are assigned according to credentials, degree(s), experience, and expertise. Annual audit of all assignments. Measured by Metrics 4.1, 4.2.	$45,000	No
4.2	Parent & Community Committees/Councils	Educational partner groups represented on Solutions Team committees. Monthly SSC, ELAC, AAPAC meetings in hybrid format with Spanish interpretation and childcare. Peer parent ambassador program. Measured by Metrics 4.3, 4.4.	$50,000	Yes
4.3	RJA/School Mission, Vision & Family Communication	Informational meetings (ELAC, AAPAC, SSC) engage all stakeholders in school mission and learning culture. Visual/digital mission representation on campus and website. Multilingual newsletters and ParentSquare updates. Measured by Metric 4.3.	$25,000	Yes
4.4	PowerSchool Student Information System	Administrators and teachers consistently update student progress. Parents trained on portal use and utilize parent portal to review academic progress. Measured by Metric 4.5.	$150,000	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	College & Career Preparation / Alternative Learning Days	Students participate in annual graduation plan meetings. Universal advisory check-ins ensure 100% have current plans. Parents participate in college/career readiness sessions. Community partners provide mentorship, job shadows, and career panels. Measured by Metric 4.5.	$420,000	Yes

Goal 5

Goal #	Description	Type of Goal
5	Entrepreneur High School San Bernardino will implement a dynamic Entrepreneurship and Career and Technical Education (CTE) program to empower students for post-secondary success. This program will equip students with industry-relevant skills, certifications, and hands-on experiences aligned with diverse career pathways, ensuring 80% of graduating students are prepared for their chosen careers or further education.	Focus Goal

State Priorities addressed by this goal.
Priority 3 Parental Involvement: Efforts to seek parent input in decision-making and promote parent participation in programs for unduplicated pupils and special needs subgroups.
Priority 4 – Pupil Achievement: Performance on standardized tests, college/career readiness, EL proficiency rates, reclassification rates, AP pass rates.
Priority 6 – School Climate: Pupil suspension rates, expulsion rates, and local measures of safety and school connectedness.Priority 8 – Other Pupil Outcomes: Pupil outcomes in subject areas per EC Section 51210 and subdivisions of Section 51220.

An explanation of why the LEA has developed this goal.
A comprehensive CTE program is essential to prepare students for a competitive global and local economy by providing practical, industry-aligned skills and experiences. This initiative enables students to earn college credits and industry-recognized credentials during high school. In 2023–24, 161 students (69.09%) participated in industry-related experiences, highlighting significant student demand.Despite strong A-G completion (96% in Year 1), dual enrollment dropped from 23% to 12%, and CTE industry certification attainment declined from 60% to 48.1%, signaling gaps between program access and successful credential completion. Year 2 focused on rebuilding dual enrollment infrastructure and embedding certification preparation into CTE course pacing. Year 3 marks full expansion to serve all 494 students with pathways, certifications, and real-world experiences while closing achievement gaps for EL and SED students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Differencefrom Baseline
5.1	A-G Completion Rate (%)	80%	96%	95%	95%	Difference from Baseline: 95% – 80% = +15 pts. Year 1 reached 96%; Year 2 maintains 95%.
5.2	Overall Graduation Rate (%)	88%	83.3%	89%	95%	Year 3 target 95% – 88% = +7 pts (Year 1 declined 4.7%; recovery in Year 2–3)
5.3	Dual Enrollment Participation Rate (%)	23%	12%	27%	55%	Year 3 target 55% – 23% = +32 pts (Year 1 declined 11%; rebuilding Year 2–3)
5.4	% CTE Students Obtaining Industry Certification	60%)	48.1%	50%	80%	Year 3 target 80% – 60% = +20 pts (Year 1 declined 11.9%; rebuilding Year 2–3)

Goal Analysis for 2025-26

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

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

Year 2 (2025–26) focused on rebuilding dual enrollment infrastructure and strengthening CTE certification preparation. EHS partnered more closely with San Bernardino Valley College to align course offerings with the high school schedule, and dedicated counseling support for dual enrollment was added. Dual enrollment participation is projected to recover meaningfully in Year 2. CTE certification preparation was embedded into all pathway course pacing plans with clear assessment calendars and dedicated prep sessions.Equipment upgrades were fully implemented in Year 2 (following partial Year 1 rollout due to supply chain challenges). The industry partner network expanded with new MOUs. The Early Engagement Program launched for 9th and 10th graders.Successes: A-G completion maintained at 95%+. Equipment upgrades completed. Early Engagement Program launched. Partner network expanded.Challenges: Graduation rate declined from 88% to 83.3% in Year 1 (projected to recover in Year 2). Dual enrollment scheduling alignment with colleges takes multiple semesters. CTE certification requires deeper exam prep integration.

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 Enhancement):
Budgeted $150,000;
Estimated Actual $128,900
Material difference $21,100
Explanation: Material difference due to change of programming. In 2026–27, allocated expenditures increase annually as school increased student enrollment.

Action 5.2 (Staff Development CTE):
Budgeted $80,000;
Estimated Actual $76,742
Material difference $3,258
Explanation: No material difference.

Action 5.3 (Equipment Upgrade):
Budgeted $300,000;
Estimated Actual $189,111
Material difference $110889
Explanation: Material difference due to partial Year 2 implementation from supply/ordering challenges. Full implementation completed in 2026-2027.

Action 5.4 (Partner Network Expansion):
Budgeted $130,000;
Estimated Actual $136,800
Material difference $6,800
Explanation: No material difference

Action 5.5 (Early Engagement Program):
Budgeted $115,000;
Estimated Actual $116,843
Material difference $1,843
Explanation:No material difference

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

Action 5.1 A-G Completion Support: Highly effective. A-G completion rose from 80% to 96% in Year 1 and maintained 95%+ in Year 2 a 15–16 point increase from baseline

Action 5.2 Graduation Supports: Partially effective. Rate declined Year 1 (88% to 83.3%) before recovering Year 2. Interventions came too late in Year 1. Year 3 begins graduation monitoring in September with monthly at-risk student conferences.

Action 5.3 Equipment Upgrade: Highly effective in Year 2. Modernized facilities across all five CTE pathways improved student engagement and industry relevance.

Action 5.4 Partner Network & Dual Enrollment: Improving. Dual enrollment dropped Year 1 (23% to 12%) due to scheduling barriers; Year 2 partner realignment shows recovery. New MOUs expand internship/externship options.
Action 5.5 Early Engagement Program: Effective first year. All 9th and 10th graders were exposed to five pathways; student CTE interest increased. Year 3 deepens through project-based pathway explorations.

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.
For 2026–27: (1) Graduation Recovery Initiative launching in September with monthly at-risk student conferences; (2) guaranteed dual enrollment orientation and individual support session for every junior and senior; (3) one full practice certification exam per semester embedded in every CTE pathway; (4) paid and unpaid internship placements through expanded partner network; (5) annual Entrepreneurship Expo showcasing student business plans to families and industry partners; (6) CTE metrics disaggregated by subgroup (EL, SWD, foster youth) for equity monitoring.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	CTE Curriculum Enhancement	Purchasing and integrating updated industry-aligned curriculum and certifications across all five CTE pathways (Culinary, Digital Video Production, Software & IT Systems, Entrepreneurship & Sales, Teacher Education). Certification preparation embedded into course pacing plans with semester exam windows. Measured by Metric 5.4.	$150,000	Yes
5.2	Comprehensive CTE Staff Development	Extending PD to include CTE teachers, counselors, and administrators on pathway guidance, dual enrollment, certification preparation, and culturally responsive CTE instruction for EL and SED students. Measured by Metrics 5.2, 5.3.	$80,000	Yes
5.3	CTE Equipment Upgrade & Maintenance	Procuring, installing, and maintaining industry-standard equipment across all five CTE pathway training facilities. Full implementation ensures students train with current, industry-relevant tools. Measured by Metric 5.4.	$300,000	Yes
5.4	Partner Network Expansion & Dual Enrollment	Strengthening existing partnerships and launching new MOUs with local businesses, colleges, and industry partners. Guaranteed dual enrollment orientation for every junior and senior. Internship and externship placements for seniors. Measured by Metric 5.3.	$130,000	Yes

Action #	Title	Description	Total Funds	Contributing
5.5	Early Engagement & Graduation Recovery	The Early Engagement Program introduces all five pathways to 9th/10th graders. Graduation Recovery Initiative: monthly at-risk conferences from September, expanded credit recovery, counselor graduation check-ins each marking period. Annual Entrepreneurship Expo. Measured by Metrics 5.1, 5.2.	$115,000	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,962,468	$242,983

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.87%	0%	$0	36.87%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.5 ELA Data Analysis	To improve mastery of ELA content standards and increase students meeting/exceeding CAASPP standards. ELA performance is in the Orange/Red category, 61.7 points	Teachers use interim assessment data, with department chairs, to guide ELA instruction across all four content areas. Grade-level PLCs analyze student data and common assessments. Action is schoolwide because all students benefit from data-informed Tier 1 instruction; EL and SED	CAASPP ELA; SBAC Interim Assessments; NWEA MAP ELA growth

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
	below standard with a decline of 24.2 points. The 99 student groups in Red—particularly SED, EL, African American, and Hispanic students—require data-driven differentiation.	students receive the most intensive targeted support. Scope: LEA-wide.	
Goal 1, Action 1.2 ELA Tutoring	ELA performance for all students is in the Orange/Red category, 37.6 points below standard with a decline of 14.3 points. Unduplicated students—SED (38.71% baseline), EL (group size limited), and African American (31.58% baseline)—are at highest risk of not meeting standard.	Students at-risk in ELA participate in tutoring with a certified educator or para-educator. EL students receive language-scaffolded sessions with a minimum of 3 sessions/week. Action is schoolwide; resources and session intensity concentrated on unduplicated students. Scope: LEA-wide.	CAASPP ELA; NWEA MAP ELA Assessment
Goal 2, Action 2.2 Math Tutoring	Mathematics performance is in the Red category, 146.5 points below standard with a decline of 10.1 points. SED (10.64% baseline), Hispanic (11.94% baseline), and African American (5.26% baseline) students demonstrate the most severe gaps.	Students at-risk in Math participate in tutoring embedded in MTSS Learning Period and after school. Language-integrated tutoring supports EL students. Action is schoolwide; unduplicated students receive priority scheduling and minimum session frequency. Scope: LEA-wide.	CAASPP Math; NWEA MAP Math 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 1, Action 1.4Language Acquisition for ELs/LTELs	English Learners and Long-Term English Learners require additional language development support beyond core instruction. ELPI data shows 32% of EL students advancing toward proficiency at baseline. EL CAASPP ELA declined from −67.8 to −69.2 DFS. LTEL progress fell from 34.9% to 33%. These students require intensive, targeted support to access grade-level ELA content and accelerate English language development.	Teachers embed explicit language development strategies into ELA, Math, Science, and Social Studies daily instruction. Professional development in SDAIE strategies and designated ELD practices. Supplemental materials include bilingual glossaries, leveled readers, and EL Achieve tools. Designated ELD blocks and integrated ELD strategies across all content areas.	CAASPP ELA DFS; ELPAC Progress Indicator; Reclassification Rate
Not applicable for this cycle	Not applicable	Not applicable	Not applicable
Not applicable for this cycle	Not applicable	Not applicable	Not applicable

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.

Not applicable. All contributing actions for EHS are funded with LCFF funds.

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.

The additional 15% concentration grant add-on will be used to fund certificated intervention specialists and tutoring teachers delivering direct instructional services under Goal 1 Action 1.2 (ELA Tutoring) and Goal 2 Action 2.2 (Math Tutoring). Because 100% of EHS enrollment exceeds the 55% unduplicated student threshold, all funds are directed to the single school site.

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	Not Applicable	31 certificated staff providing direct services to a student population of 450 students Staff-to-student ratio of certificated staff providing direct services to students 1:14
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	10 certificated staff providing direct services to a student population of 450 students Staff-to-student ratio of certificated staff providing direct services to students 45:1

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 5,323,318	$ 1,962,468	36.866%	0.000%	36.866%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,558,000	$ -	$ -	$ -	$ 3,558,000.00	$ 543,875	$ 2,894,049

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	ELA Literacy	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 39,980	$ (29,980)	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	2	ELA Tutoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 27,673	$ 216,327	$ 244,000	$ -	$ -	$ -	$ 244,000	0.000%
1	3	Professional Development & Professional Learning Communities (PLC)	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 13,836	$ 206,164	$ 220,000	$ -	$ -	$ -	$ 220,000	0.000%
1	4	Lesson Design and Progress Monitoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 17,302	$ 22,985	$ 72,000	$ -	$ -	$ -	$ 72,000	0.000%
1	5	Support ELA Data Analysis	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 39,980	$ 107,656	$ 236,000	$ -	$ -	$ -	$ 236,000	0.000%
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 39,980	$ 149,020	$ 189,000	$ -	$ -	$ -	$ 189,000	0.000%
1	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 39,980	$ 5,020	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	1	Math Literacy	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 10,041	$ 74,959	$ 85,000	$ -	$ -	$ -	$ 85,000	0.000%
2	2	Math Tutoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 20,082	$ 239,919	$ 260,000	$ -	$ -	$ -	$ 260,000	0.000%
2	3	Parent Training	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 4,016	$ 50,984	$ 55,000	$ -	$ -	$ -	$ 55,000	0.000%
2	4	Lesson Design and Progress Monitoring	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 15,331	$ 51,669	$ 67,000	$ -	$ -	$ -	$ 67,000	0.000%
2	5	Support Math Data Analysis	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 10,041	$ 164,959	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 39,980	$ 110,020	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
2	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 39,980	$ 20,020	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	1	Chronic Absenteeism	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 27,225	$ 2,775	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	2	Attendance Tracking & Communication	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	3	Teacher Induction and Mentorship for Teachers	All	No	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 120,000	$ 120,000	$ -	$ -	$ -	$ 120,000	0.000%
3	4	Student Safety Survey	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Parent & Educational Partners Engagement	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 105,241	$ (105,241)	$ -	$ -	$ -	$ -	$ -	0.000%
3	6	Student Suspension Rate	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
4	1	Recruiting & Hiring Teachers and Teacher Assignment	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
4	2	Parent & Community Committees/Councils	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ 53,205	$ (3,205)	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
4	3	RJA/School Mission and Vision	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
4	4	PowerSchool	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
4	5	College & Career Preparation Alternative Learning Days	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 420,000	$ 420,000	$ -	$ -	$ -	$ 420,000	0.000%
5	1	Curriculum Enhancement	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
5	2	Comprehensive Staff Development	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 80,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
5	3	Equipment Upgrade	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 300,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
5	4	Partner Network Expansion	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 130,000	$ 130,000	$ -	$ -	$ -	$ 130,000	0.000%
5	5	Early Engagement Program	All	Yes	LEA-wide	All	eHigh San Bernardino	Ongoing	$ -	$ 115,000	$ 115,000	$ -	$ -	$ -	$ 115,000	0.000%

2026-2027 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
$ 5,323,318	$ 1,962,468	36.866%	0.000%	36.866%	$ 3,438,000	0.000%	64.584%	**Total:**	$ 3,438,000
								LEA-wide Total:	$ 3,438,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	ELA Literacy	Yes	LEA-wide	All	eHigh San Bernardino	$ 10,000	0.000%
1	2	ELA Tutoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 244,000	0.000%
1	3	Professional Development & Professional L	Yes	LEA-wide	All	eHigh San Bernardino	$ 220,000	0.000%
1	4	Lesson Design and Progress Monitoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 72,000	0.000%
1	5	Support ELA Data Analysis	Yes	LEA-wide	All	eHigh San Bernardino	$ 236,000	0.000%
1	6	Purchasing NWEA Measures of Academic	Yes	LEA-wide	All	eHigh San Bernardino	$ 189,000	0.000%
1	7	Professional Development on CAASPP Su	Yes	LEA-wide	All	eHigh San Bernardino	$ 45,000	0.000%
2	1	Math Literacy	Yes	LEA-wide	All	eHigh San Bernardino	$ 85,000	0.000%
2	2	Math Tutoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 260,000	0.000%
2	3	Parent Training	Yes	LEA-wide	All	eHigh San Bernardino	$ 55,000	0.000%
2	4	Lesson Design and Progress Monitoring	Yes	LEA-wide	All	eHigh San Bernardino	$ 67,000	0.000%
2	5	Support Math Data Analysis	Yes	LEA-wide	All	eHigh San Bernardino	$ 175,000	0.000%
2	6	Purchasing NWEA Measures of Academic	Yes	LEA-wide	All	eHigh San Bernardino	$ 150,000	0.000%
2	7	Professional Development on CAASPP Su	Yes	LEA-wide	All	eHigh San Bernardino	$ 60,000	0.000%
3	1	Chronic Absenteeism	Yes	LEA-wide	All	eHigh San Bernardino	$ 30,000	0.000%
3	2	Attendance Tracking & Communication	Yes	LEA-wide	All	eHigh San Bernardino	$ 30,000	0.000%
3	3	Teacher Induction and Mentorship for Teac	No	LEA-wide		eHigh San Bernardino	$ -	0.000%
3	4	Student Safety Survey	Yes	LEA-wide	All	eHigh San Bernardino	$ -	0.000%
3	5	Parent & Educational Partners Engagemer	Yes	LEA-wide	All	eHigh San Bernardino	$ -	0.000%
3	6	Student Suspension Rate	Yes	LEA-wide	All	eHigh San Bernardino	$ 45,000	0.000%
4	1	Recruiting & Hiring Teachers and Teacher A	Yes	LEA-wide	All	eHigh San Bernardino	$ 45,000	0.000%
4	2	Parent & Community Committees/Councils	Yes	LEA-wide	All	eHigh San Bernardino	$ 50,000	0.000%
4	3	RJA/School Mission and Vision	Yes	LEA-wide	All	eHigh San Bernardino	$ 25,000	0.000%
4	4	PowerSchool	Yes	LEA-wide	All	eHigh San Bernardino	$ 150,000	0.000%
4	5	College & Career Preparation Alternative L	Yes	LEA-wide	All	eHigh San Bernardino	$ 420,000	0.000%
5	1	Curriculum Enhancement	Yes	LEA-wide	All	eHigh San Bernardino	$ 150,000	0.000%
5	2	Comprehensive Staff Development	Yes	LEA-wide	All	eHigh San Bernardino	$ 80,000	0.000%
5	3	Equipment Upgrade	Yes	LEA-wide	All	eHigh San Bernardino	$ 300,000	0.000%
5	4	Partner Network Expansion	Yes	LEA-wide	All	eHigh San Bernardino	$ 130,000	0.000%
5	5	Early Engagement Program	Yes	LEA-wide	All	eHigh San Bernardino	$ 115,000	0.000%

2024-2025 Annual Update (AU) Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,558,000.00	$ 2,913,394.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	ELA Literacy	Yes	$ 10,000	$ 39,980
1	2	ELA Tutoring	Yes	$ 244,000	$ 167,000
1	3	Professional Development & Professional Learning Communities (PLC)	Yes	$ 220,000	$ 181,000
1	4	Lesson Design and Progress Monitoring	Yes	$ 72,000	$ 57,820
1	5	Support ELA Data Analysis	Yes	$ 236,000	$ 179,000
1	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 189,000	$ 147,000
1	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 45,000	$ 39,980
2	1	Math Literacy	Yes	$ 85,000	$ 42,680
2	2	Math Tutoring	Yes	$ 260,000	$ 211,432
2	3	Parent Training	Yes	$ 55,000	$ 38,017
2	4	Lesson Design and Progress Monitoring	Yes	$ 67,000	$ 48,627
2	5	Support Math Data Analysis	Yes	$ 175,000	$ 151,888
2	6	Purchasing NWEA Measures of Academic Progress Software and Professional Development	Yes	$ 150,000	$ 89,610
2	7	Professional Development on CAASPP Summative & SBAC Interim Assessments	Yes	$ 60,000	$ 57,556
3	1	Chronic Absenteeism	Yes	$ 30,000	$ 27,225
3	2	Attendance Tracking & Communication	Yes	$ 30,000	$ 6,981

3	3	Teacher Induction and Mentorship for	No	$ 120,000	$ 196,000
3	4	Student Safety Survey	Yes	$ -	$ 4,582
3	5	Parent & Educational Partners Engagement	Yes	$ -	$ 105,241
3	6	Student Suspension Rate	Yes	$ 45,000	$ 23,001
4	1	Recruiting & Hiring Teachers and Teacher	Yes	$ 45,000	$ 42,164
4	2	Parent & Community Committees/Councils	Yes	$ 50,000	$ 53,205
4	3	RJA/School Mission and Vision	Yes	$ 25,000	$ 25,000
4	4	PowerSchool	Yes	$ 150,000	$ 127,000
4	5	College & Career Preparation Alternative	Yes	$ 420,000	$ 203,010
5	1	Curriculum Enhancement	Yes	$ 150,000	$ 128,900
5	2	Comprehensive Staff Development	Yes	$ 80,000	$ 76,742
5	3	Equipment Upgrade	Yes	$ 300,000	$ 189,111
5	4	Partner Network Expansion	Yes	$ 130,000	$ 136,800
5	5	Early Engagement Program	Yes	$ 115,000	$ 116,843

2024-2025 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,928,628	$ 3,438,000	$ 3,521,194	$ (83,194)	0.000%	0.000%	0.000% - No Difference

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

2024-2025 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,665,188	$ 1,928,628	0.000%	34.043%	$ 3,521,194	0.000%	62.155%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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