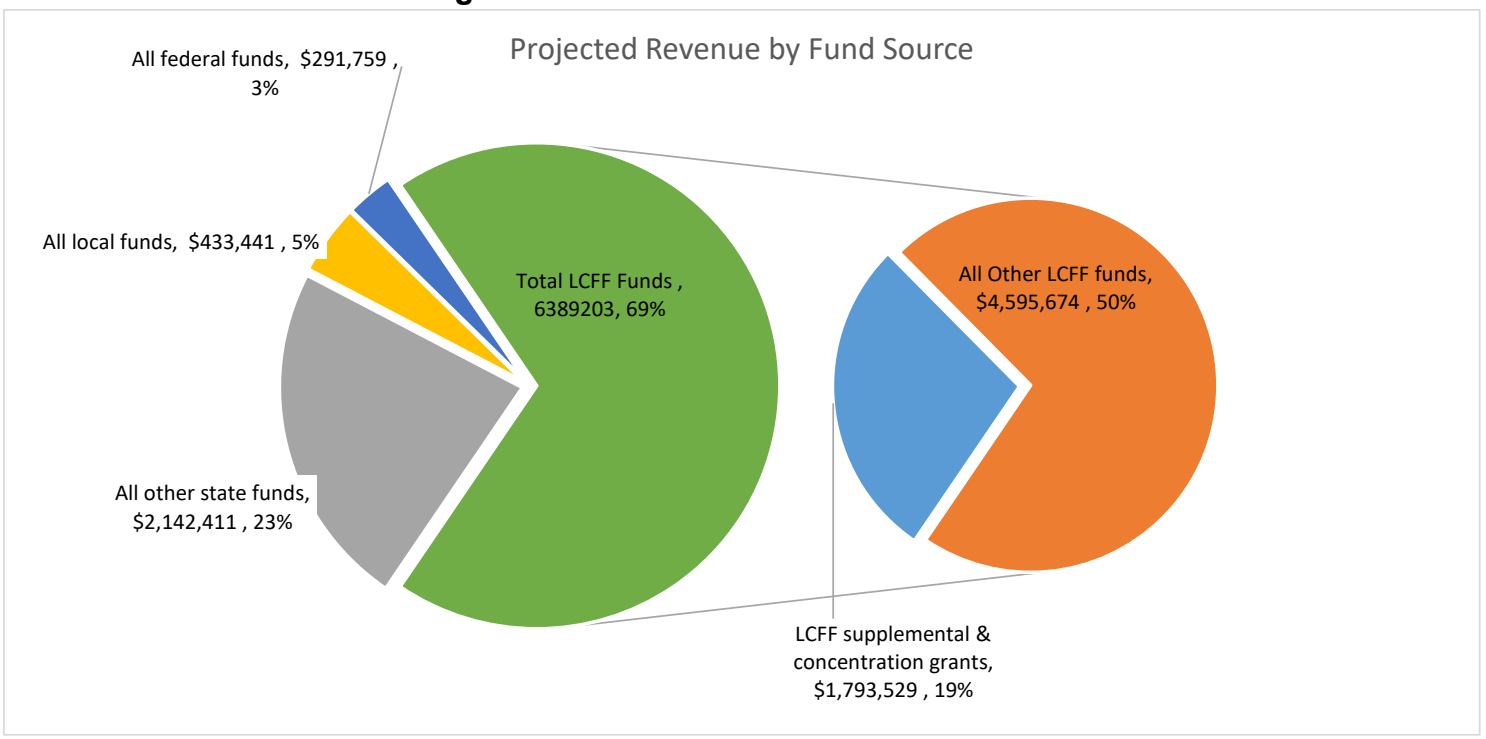
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edward B Cole Sr Academy
CDS Code: 30 66670 0101626
School Year: 2025-26
LEA contact information: Jessica Johnson, 714-836-9023, johnsonj@ebcacademy.com

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

Budget Overview for the 2025-26 School Year

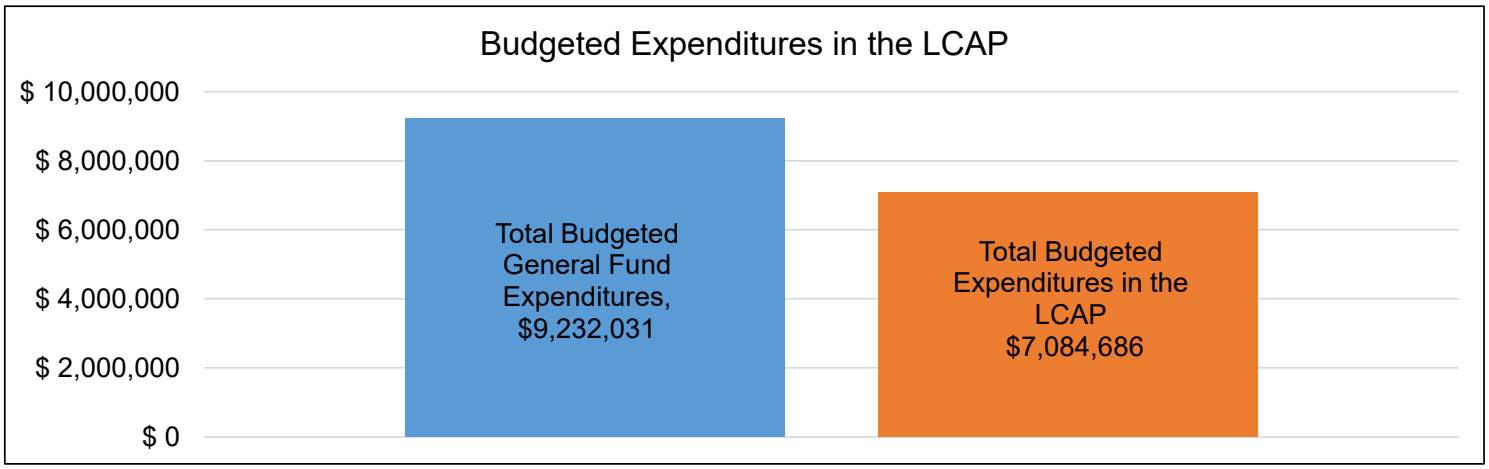


This chart shows the total general purpose revenue Edward B Cole Sr Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Edward B Cole Sr Academy is $9,256,814.00, of which $6,389,203.00 is Local Control Funding Formula (LCFF), $2,142,411.00 is other state funds, $433,441.00 is local funds, and $291,759.00 is federal funds. Of the $6,389,203.00 in LCFF Funds, $1,793,529.00 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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Edward B Cole Sr Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Edward B Cole Sr Academy plans to spend $9,232,031.00 for the 2025-26 school year. Of that amount, $7,084,686.00 is tied to actions/services in the LCAP and $2,147,345.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

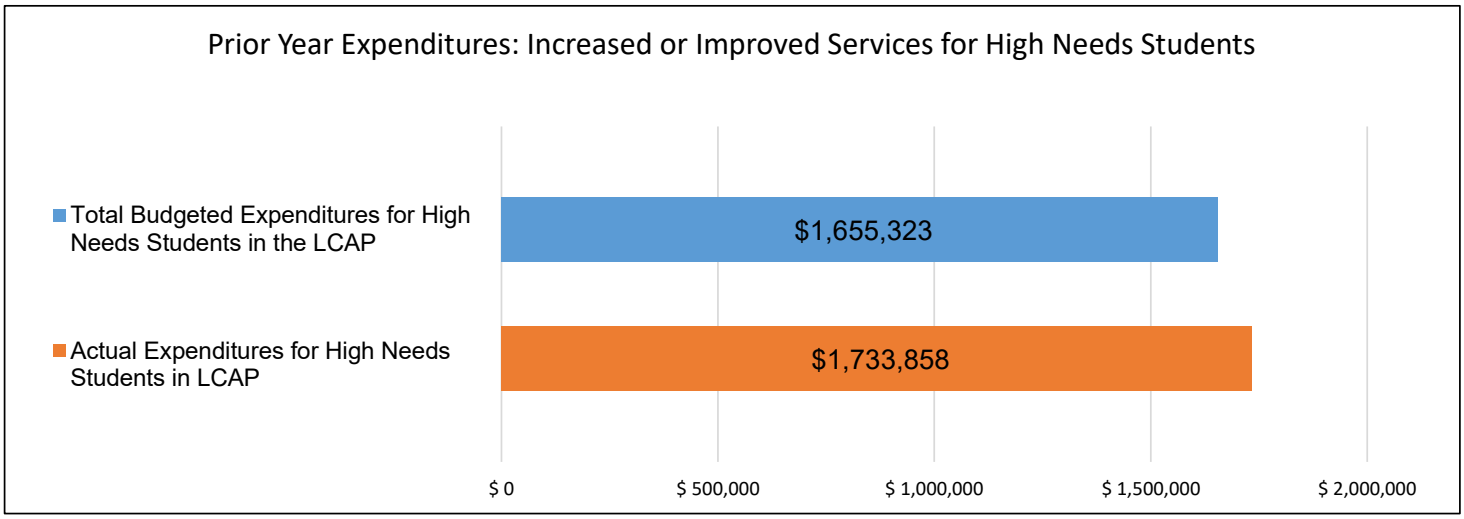
___General Fund Budget Expenditures for 2025-26 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational supplies, general insurance costs, legal/audit fees, various non-instructional consultants, and administration fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Edward B Cole Sr Academy is projecting it will receive $1,793,529.00 based on the enrollment of foster youth, English learner, and low-income students. Edward B Cole Sr Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Edward B Cole Sr Academy plans to spend $1,793,529.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Edward B Cole Sr Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Edward B Cole Sr Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Edward B Cole Sr Academy's LCAP budgeted $1,655,323.00 for planned actions to increase or improve services for high needs students. Edward B Cole Sr Academy actually spent $1,733,858.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Edward B. Cole Academy	Danny De Leon Jr, Chief Operating Officer	danny@tccdc.org

Plan Summary 2025-2026

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.

Edward B. Cole Academy (EBCA), a WASC-accredited, tuition-free public charter school, has served the Santa Ana community since 2003. Located at 333 E. Walnut Street in the federally designated Empowerment Zone of Santa Ana, EBCA was founded to meet the educational needs of a historically underserved community comprised predominantly of non-English speaking, low-income Latino families. The school opened with just 89 students and has since grown to serve 436 transitional kindergarten through fifth-grade students.

EBCA's student population reflects the rich diversity of the surrounding community. As of 2024, 97.4% of students identify as Hispanic, with the remaining student body comprising 1.2% White, 0.9% Asian, 0.2% African American, and 0.2% American Indian. Among all enrolled students, 55.2% are English Learners (EL), 88.3% are Socioeconomically Disadvantaged (SED), 10% are Students with Disabilities (SWD), and 0.5% are Foster Youth (FY).

The mission of EBCA is to partner with its community to nurture and empower lifelong learners to achieve excellence in academics, develop 21st-century skills, and grow as individuals. The school's vision is to prepare and motivate students to pursue higher levels of education, collaborate with families and stakeholders as educational partners, and instill in students a strong sense of responsibility and commitment to their community.

EBCA strives to maintain a safe, professional, and academically rigorous environment. Teachers are dedicated to delivering high-quality instruction that encourages students to set ambitious goals and supports them in achieving success. Parents are recognized as their children's first teachers and are integral partners in the school's mission. Stakeholders—including families, staff, and community members—are united in their commitment to promoting academic excellence, personal growth, and civic engagement.

The purpose of this Local Control and Accountability Plan (LCAP) is to guide the continuous improvement efforts of ECBA by aligning state and federal program goals, identifying key student needs, and outlining evidence-based strategies to close opportunity and achievement gaps. In accordance with state and federal requirements, the school conducted a comprehensive needs assessment based on verifiable state and local data, including California School Dashboard indicators, benchmark assessments, and stakeholder feedback. Input from families, students, teachers, and staff shaped the development of each goal, action, and metric contained within this LCAP.

As an established anchor within the Santa Ana community, EBCA remains focused on providing students with the skills, knowledge, and support needed to thrive as 21st-century learners and future leaders.

Edward B. Cole Academy is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

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

Edward B. Cole Academy (EBCA) remains committed to its mission of empowering historically underserved students to excel academically and grow as individuals. As reflected in the 2024 California School Dashboard, EBCA experienced progress in key areas such as mathematics and chronic absenteeism, signaling the early impact of efforts to strengthen core instruction and deepen student and family engagement. Although these successes are encouraging, opportunities for growth remain—particularly in English Language Arts and English Learner Progress—while persistent challenges for Students with Disabilities underscore the continued need for targeted support to ensure equitable outcomes. With a student body that is 97% Hispanic, over half English Learners, and more than 88% socioeconomically disadvantaged, EBCA continues to reflect deeply on its role in closing opportunity gaps. As the school completes its first year implementing the 2024–2027 LCAP, it is using Dashboard and local data to assess impact and strengthen the educational strategies and approaches for the year ahead.

2024 Dashboard

English Language Arts (ELA): Overall performance declined by 3.3 points, maintaining the school in the orange performance level. Hispanic students dropped by 4.6 points to –27.7 DFS and moved into the orange level. Socioeconomically Disadvantaged students declined by 5 points to –28.7 DFS, also shifting from yellow to orange. English Learners improved slightly by 1.4 points to –43.3 DFS and maintained orange status. Students with Disabilities are in the red performance level at –121.8 DFS. These results reflect ongoing equity gaps and the need for strengthened literacy supports, particularly for Students with Disabilities and high-need subgroups.

Math: Overall performance increased by +16.7 points, moving the school from the orange to the yellow performance level with a status of -35.6 DFS. Socioeconomically Disadvantaged students improved by +8.7 points to –34.9 DFS, and Hispanic students increased by +6 points to –39.9 DFS with both maintaining performance in the yellow level. English Learners maintained performance in the orange level at –51.2 DFS, while Students with Disabilities remained in the red level with a status of –120.8 DFS. These results reflect early gains in core instruction and signal the need for deeper support in meeting the needs of English Learners and Students with Disabilities.

English Learner Progress: A total of 40.7% of English Learners made progress toward English language proficiency, resulting in a decline from the yellow to the red performance level. However, in 2024–25, the school successfully reclassified 21 English Learners—an increase from the previous year—demonstrating meaningful progress in advancing students toward proficiency. The rise in reclassifications reflects the impact of targeted supports for students nearing reclassification. These results affirm the importance of continuing our focus on strengthening both designated and integrated ELD instruction to ensure all English Learners can access rigorous academic content and achieve language proficiency.

Chronic Absenteeism: Chronic absenteeism declined significantly by 9.5 percentage points, improving from the orange to the yellow performance level with a current rate of 22.5%. All student groups made notable progress. English Learners decreased by 8.3% (26.5%), Hispanic students by 9.8% (22.8%), and Socioeconomically Disadvantaged students by 8.8% (23.2%). This improvement reflects the impact of targeted attendance interventions, including monthly incentives for grade levels with the highest attendance, class-wide recognition for attendance rates, and perfect attendance awards. In addition, intervention meetings with parents/guardians and students have supported reflection on attendance patterns and reinforced the importance of consistent school participation. While progress is evident, continued attention to attendance policies and expanded engagement strategies remains critical to further reduce chronic absenteeism.

Suspension Rate: The schoolwide suspension rate increased by 1.3 percentage points, reaching 1.5% overall and moving into the orange performance level. English Learners increased by 1.9 points to 2.3%, Hispanic students increased by 1.3 points to 1.5%, and Socioeconomically Disadvantaged students rose by 1.4 points to 1.3%—all resulting in a shift to the orange level. Notably, Students with Disabilities maintained a 0% suspension rate and continued to perform in the blue level. These results point to the need for strengthened implementation of tiered behavioral supports and restorative practices to promote a safe and supportive learning environment for all student groups.

Local Indicators: All state-required local indicators were met**.**

Additional Dashboard Data: Informational Purposes

Science: Students scored an average of 17.6 points below standard in Science, reflecting a slight decline of 3.3 points from 2023. While no performance level is assigned on the Dashboard, these results indicate a need to strengthen science instruction and reinforce academic vocabulary and inquiry skills across grade levels**.**

CA Growth Model ELA: Students in the All Students group demonstrated growth classified as *Typical*, scoring 1 point above the expected growth of students with similar prior test scores. Growth was also classified as *Typical* for English Learners, Hispanic students, and Socioeconomically Disadvantaged students. Students with Disabilities demonstrated growth 15 points below the typical range, indicating the need for more targeted academic support to accelerate learning for this subgroup**.**

CA Growth Model Math: Hispanic and Socioeconomically Disadvantaged students demonstrated *Typical* growth, scoring 4 and 3 points below the expected range, respectively. English Learners and Students with Disabilities fell *Below* the typical growth range, with ELs scoring 6 points below and SWDs 15 points below. These results highlight the need to strengthen math instruction and provide additional academic supports, particularly for English Learners and Students with Disabilities.

Lowest Performing Student Groups

This LCAP includes required actions to address areas identified for improvement related to red indicators on the 2023 Dashboard. However, no student group performed in the lowest performance level (red) on any state indicators in the most recent year.

Learning Recovery and Emergency Block Grant

For the 2025–26 school year, the LEA will use $156,135 in unexpended LREBG funds to support Goal 1, Action 3 (Accelerated Academic Support) and Goal 2, Action 2 (Professional Development) as follows: $50,135 (32%) for third-party tutoring, $14,000 (9%) for academic intervention, and $92,000 (59%) for additional coaching. These uses align with EC 32526(c)(2) by funding targeted instructional support and

professional learning to accelerate student recovery. They address needs identified in the LEA's assessment, including learning loss among high-need students and the need for improved instructional capacity.

Reflections: Technical Assistance

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

Not applicable

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.

Edward B. Cole Academy is not eligible 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.

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Administrators, Principals	Throughout 2024-2025, the Chief Executive Officer, Chief Operating Officer, Principal, and Assistant Principal engaged in ongoing planning discussions to inform the development of the 2025–26 LCAP. These leadership conversations focused on reviewing progress toward current goals, analyzing trends in student achievement and chronic absenteeism, and identifying priorities for the coming year. Emphasis on student attendance and engagement as areas requiring continued focus, and discussed plans to expand outreach and collaboration with family engagement teams to implement proactive, tiered attendance supports.
Teachers	Throughout 2024-2025, staff meetings served as a forum for teachers to review and reflect on LCAP goals, actions, and metrics. These discussions included input on schoolwide initiatives, instructional priorities, and supports for student achievement and well-being. Teachers were also invited to complete surveys to provide additional feedback on school needs and professional learning. Focus areas of input included continued interest in professional development with an emphasis on tiered intervention strategies, support for English Learners, and the schoolwide implementation of the Leader in Me framework.
Other Personnel	Throughout 2024-2025, staff meetings served as a forum for teachers and other school personnel to review and discuss LCAP goals, actions, and schoolwide initiatives. These meetings provided opportunities for both certificated and classified staff to reflect on school priorities and contribute feedback on areas of strength and need. To ensure inclusion and voice across all roles, staff surveys were also conducted to gather additional input related to academic supports, professional development, and school climate.
Students	Surveys are conducted to gather feedback on key areas of the LCAP, including school culture, climate, and engagement. The survey provided students with an opportunity to share their perspectives on what is working well and where improvements are needed. Student input highlighted continued support for the Leader in Me core habits and emphasized the importance of fostering a culture of mutual respect across campus. Additionally, students shared strong interest in maintaining enrichment opportunities such as the Empowered Scholars Program and noted a desire for improvements to lunch offerings.
Parent Advisory Committee (PAC)	The Parent Advisory Council was engaged in the development of the 2025–26 LCAP through ongoing opportunities to review goals, actions, and schoolwide priorities. Discussions focused on school climate, academic supports, and strategies to increase family involvement and student achievement. Council members were encouraged to provide feedback on the effectiveness of current programs and offer

	suggestions to strengthen outcomes for all students, particularly those who are English Learners, socioeconomically disadvantaged, or part of other historically underserved groups.
ELAC, DELAC, & EL-PAC	The English Learner Parent Advisory Committee (ELPAC) participated in the development of the 2025–26 LCAP through ongoing opportunities to review academic, social-emotional learning (SEL), and English Language Development (ELD) goals and actions. Committee members provided feedback on the effectiveness of current supports for English Learners and shared priorities for continued improvement. Key input included support for continuing tiered intervention services, after-school programming, and tutoring specifically designed to accelerate English language development and support reclassification. Members also emphasized the value of professional development and coaching for teachers to strengthen instruction for English Learners across content area
Parents including those representing Unduplicated	Parents, including those representing English Learners, low-income students, and foster youth, participated in ongoing engagement opportunities throughout the year to provide input on the development of the 2025–26 LCAP. Regular Coffee with the Administration meetings served as a platform for sharing updates on LCAP progress, reviewing the Midyear Update, and discussing draft goals, actions, and schoolwide initiatives.
SELPA Administrator	EBCA's Administrator has participated in Program Council Meetings with the LACOE Charter SELPA to stay informed of updates related to special education compliance, funding, and best practices. These meetings also provided guidance on aligning LCAP goals and actions with the needs of Students with Disabilities (SWD). Input gathered through these sessions has informed planning around inclusive practices, tiered supports, and ensuring access to intervention and core instruction for SWD.

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

School Site Council (SSC) and English Learner Advisory Committee (ELAC) members—including parents/guardians, teachers, instructional aides, and administrators—actively contributed to the development and refinement of the LCAP during the second half of the academic year. These educational partners reviewed progress on current goals, discussed student outcome data, and provided input on priorities for the coming year. Their feedback informed updates to goals and actions, ensuring the LCAP reflects the needs of the school community and supports improved outcomes for all student groups.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Continue to strengthen the schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple types of data (internal & dashboard) and assessments (local and state) to identify and address the academic, social-emotional, behavioral, and mental health needs of our students; inform instructional decision making to improve academic outcomes for all students including the English Learner (EL) and Student with Disabilities (SWD) student groups.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

There is a continued need to strengthen support for students' social emotional, behavioral, and mental health needs and to ensure that systems are in place with clear accountability by administrators to address issues that impact instruction, school climate, and academic outcomes. Supporting students' social and emotional well-being creates the conditions for all students to thrive. These behavioral supports are integrated within the school's Multi-Tiered System of Supports (MTSS), which currently emphasizes academic support and will be expanded to more effectively address achievement gaps among Students with Disabilities.

With the full implementation of tiered intervention attendance plan, including supports and home visits, we anticipate significant improvement in daily student attendance and a reduction in chronic absenteeism.

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 Assessment: Distance from Standard (DFS) *Source: CA School Dashboard*	All: -23 DFS Hispanic: -23.1 DFS EL: -44.7 DFS SED: -23.7 DFS *Data Year: 2022-23*	All: -26.3 DFS Hispanic: -27.7 DFS EL: -43.3 DFS SED: 28.7 DFS SWD: -121.8 *Data Year: 2023-24*		All: -15 DFS Hispanic: -20 DFS EL: -35 DFS SED: -20 DFS SWD: -100 DFS *(adjustment made for 3-year LCAP)*	All: -3.3 points Hispanic: -4.6 points EL: +1.4 points SED: -5 points SWD: N/A
1.2	CAASPP Math Assessment: Distance from Standard (DFS) *Source: CA School Dashboard*	All: -42.6 DFS Hispanic: -42.9 DFS EL: -51.1 DFS SED: -43.6 DFS *Data Year: 2022-23*	All: -35.9 DFS Hispanic: -36.9 DFS EL: -51.2 DFS SED: -34.9 DFS SWD: -120.8 DFS *Data Year: 2023-24*		All: -25 DFS Hispanic: -25 DFS EL: -40 DFS SED: -25 DFS SWD: -110 *(adjustment made for 3-year LCAP)*	All: +6.7 points Hispanic: +6 points EL: -0.1 points SED: +8.7 points SWD: N/A
1.3	% Proficient CAST *Source: Dataquest*	All: 19.70% Hispanic: 19.70% EL: 3.85% SED: 18.03% *Data Year: 2022-23*	All: 22.73% Hispanic: 22.73% EL: 5.88% SED: 23.33% *Data Year: 2023-24*		All: 30% Hispanic: 29% EL: 10% SED: 28% *(adjustment made for 3-year LCAP)*	All: +3.03% Hispanic: +3.03% EL: +2.03% SED: +5.3%
1.4	% EL who made progress towards English Language Proficiency *Source: ELPI – CA School Dashboard*	56.6% Making progress *Data Year: 2022-23*	40.7% Making Progress *Data Year: 2023-24*		55% making progress *(adjustment made for 3-year LCAP)*	-15.9% Making Progress
1.5	% students English Language Proficiency for Summative ELPAC *Source: ELPAC website*	17.05% Proficient *Data Year: 2022-23*	7.92% Proficient *Data Year: 2023-24*		20% *(adjustment made for 3-year LCAP)*	-9.13%

1.6	Reclassification Rate *Source: Dataquest*	17.5% *Data Year: 2022-23*	Data Not Available *Data Year: 2023-24*		25% *(adjustment made for 3-year LCAP)*	N/A
1.7	Attendance Rate *Source: CALPADS*	95% *Data Year: 2023-24*	93.23% *Data Year: 2024-25*		96% *(adjustment made for 3-year LCAP)*	-1.77%
1.8	Chronic Absenteeism Rates *Source: Dataquest*	All: 31.9% Hispanic: 32.6% EL: 34.3% SED: 31.7% SWD: 38.3% *Data Year: 2022-23*	All: 22.5% Hispanic: 22.8% EL: 26% SED: 23.2% SWD: 27% *Data Year: 2023-24*		All: ≤18% Hispanic: ≤19% EL: ≤20% SED: ≤20% SWD: ≤21% *(adjustment made for 3-year LCAP)*	All: -9.5% Hispanic: -9.8% EL: -8.3% SED: -8.5% SWD: -11.3%
1.9	Suspension Rate *Source: Dataquest*	All: 0.2% Hispanic: 0.2% EL: 0.3% SED: 0.2% SWD: 0% *Data Year: 2022-23*	All: 1.5% Hispanic:1.5% EL: 2.3% SED: 1.6% SWD: 0% *Data Year: 2023-24*		All: ≥ 1% Hispanic: ≥1% EL: ≥1% SED: ≥1% SWD: ≥1% *(adjustment made for 3-year LCAP)*	All: +1.3% Hispanic: +1.3% EL: +1.9% SED: +1.4% SWD: 0%
1.10	Expulsion Rate *Source: Dataquest*	0% *Data Year: 2022-23*	0% *Data Year: 2023-24*		0% *(adjustment made for 3-year LCAP)*	Maintained
1.11	% students participating in enrichment. *Source: Master Schedule CALPADS*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*		100% *(adjustment made for 3-year LCAP)*	Maintained
1.12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 *Source: SARC*	100% *Data Year: 2022-23*	100% *Data Year: 2022-23*		100% (*adjustment made for 3-year LCAP)*	Maintained

Goal Analysis for 2024-2025

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

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

All planned actions were implemented. EBCA will continue to refine and strengthen supports for all students and student groups in the coming year. Below is a summary of implementation by action:

Action 1: Strengthening EL Program & Services: Provided professional development in GLAD strategies and ELD standards, integrated EL supports into daily instruction, prioritized ELs for tutoring, and offered family workshops to support reclassification and language development.

Action 2: Measuring Student Progress – Assessments: A wide range of assessments (e.g., NWEA MAP, DIBELS, SBAC IABs) were implemented consistently to support instruction and monitor student growth within the MTSS framework.

Action 3: Addressing Academic Needs to Accelerate Learning: Tier 2 interventions were expanded using Heggerty, SIPPS, Lexia, and ST Math. The ELOP program was redesigned to offer targeted afterschool tutoring in ELA, math, and ELD.

Action 4: Broad Course of Study: All students accessed a broad curriculum, including core subjects as well as art and music during the instructional day.

Action 5: Addressing Social-Emotional & Behavioral Needs: Leader in Me and PBIS were implemented schoolwide. Staff incorporated SEL into daily instruction and attendance outreach efforts helped reduce absenteeism.

Action 6: Services to Support SWD: Two full-time education specialists supported SWDs alongside general education teachers. Staff received ongoing training in UDL, SEL, and compliance, with LACOE Charter SELPA providing additional support.

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

There were no material differences between budgeted and estimated actual expenditures for most actions and services in the 2024–25 LCAP. One notable variance occurred in Action 6: Services to Support Students with Disabilities, where estimated actual expenditures totaled approximately $734,677 compared to the budgeted amount of $938,098. This difference reflects adjustments related to staffing and programmatic capacity. All other planned actions remained generally consistent with budgeted expectations.

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

Action 1: Strengthening EL Program & Services: This action was effectively implemented through professional development in GLAD strategies and ELD standards, prioritized tutoring, and extended learning supports for English Learners. EL Progress declined to the red performance level, and ELs remained in the orange for ELA. These outcomes indicate that while the supports were in place, additional refinement is needed to accelerate English language development and improve academic performance.

Action 2: Measuring Student Progress – Assessments: Successfully implemented a comprehensive assessment system, including NWEA MAP, DIBELS, ESGI, and SBAC IABs, to inform instruction and support MTSS. Gains in math (+16.7 points) suggest effective use of data to guide instruction; however, ELA outcomes require continued focus. Focused efforts to connect assessment data to targeted literacy supports were effective in identifying support for students.

Action 3: Addressing Academic Needs to Accelerate Learning: Tier 2 supports and a redesigned ELOP program contributed to gains in math, especially for Socioeconomically Disadvantaged and Hispanic students. ELA performance declined overall, and Students with Disabilities remained in the red. These results show that while academic interventions were effective in some areas, additional reading support and differentiation are needed to improve literacy and SWD outcomes.

Action 4: Broad Course of Study: All students had access to a broad course of study, including art and music, in addition to core academic subjects. While this action is not directly tied to performance level data, it supports student engagement and well-being, which are foundational to academic and social-emotional success.

Action 5: Addressing Social-Emotional & Behavioral Needs: Leader in Me and PBIS were implemented schoolwide, contributing to a 9.5-point drop in chronic absenteeism and improved engagement. An increase in suspension rates signals a need for stronger Tier 2 behavioral supports and restorative practices.

Action 6: Services to Support SWD: This action was implemented as planned, with two full-time education specialists and a co-teaching model in every classroom. Despite these supports, Students with Disabilities remained in the red for both ELA and math and demonstrated below-typical growth. These outcomes suggest that while foundational structures are in place, more targeted interventions and alignment with IEP goals are needed to accelerate progress for this student group.

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

Based on reflections and analysis of implementation, the following adjustments were made for the upcoming year:

Action 1: Strengthening EL Program and Services: Lexia Core 5 will be implemented in place of Lexia ELD to better align with student needs.

Action 2: Measuring Student Progress—Assessments: The CREEW writing strategy was moved to Action 3 to consolidate all writing supports under one instructional area.

Action 6: Services to Support SWD: References to Response to Intervention (RTI) and Universal Design for Learning (UDL) were removed to better reflect current practices.

Additionally, Year 3 target outcomes were revised to align with the three-year LCAP cycle and provide clearer benchmarks for measuring progress.

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	Strengthening EL Program & Services	There continues to be an achievement gap among English Learners (EL) and English Only (EO); with a decline in EL Proficiency as measured by the Summative ELPAC and reported by the ELPI on the 2023 CA School Dashboard 56.6% (2023) decline from 64.2% in 2022 Dashboard. An analysis of the academic performance of our ELs has identified the following professional development needs to support language acquisition and delivery of designated and integrated ELD Instruction. • Implement and embed GLAD strategies throughout the instructional day in every classroom. • Provide professional development and deep dive on the ELD standards and the domains of the ELPAC summative assessment with all teacher and support staff (Instructional Assistants) to have a better understanding of the content and academic rigor contained in both the standards and the ELPAC assessment. Teachers will develop improved lesson plans that include differentiation of instruction, use of GLAD strategies and integrated ELD, that will be engaging and address the diverse language learning needs of our ELs. An analysis of the academic performance of our ELs has identified the following steps EBCA will take to support EL with English language acquisition to improve academic outcomes, narrow EL versus EO achievement gaps, and improve annual reclassification rates. ELs will utilize Lexia Language online supplemental intervention program in addition to Lexia Core 5 to further support language acquisition. ELs will be prioritized for afterschool tutoring and all tutoring opportunities via the Expanded Learning Opportunities Program. EBCA administrator will provide workshops for parents of ELs on strategies to support language acquisition at home; and how to interpret and understand Summative ELPAC results; and eligibility for reclassification of ELs.	$61,204	Y

2	Measuring Student Progress -- Assessments	Edward B. Cole Academy will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state-mandated assessments. Assessment data will be collected, disaggregated (student group, grade level and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS). Assessments include: • NWEA MAP: Grades K-5: 3 times/year • DIBELS: Grades K-5 • ESGI • Wonders ELA: Grades K-5: weekly • Envision Math (K-5) • SBAC Interim Assessment Blocks (IAB): Grades 3-5 • CREEW writing: Grades K-5 The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or group of students regardless of how far above or below they are from their grade level.	$14,636	N
3	Addressing Academic Needs to Accelerate Learning	EBCA has made academic gains as measured by the Math Academic Indicator (2023 Dashboard) however ELA is an area for growth. Findings from our annual needs assessment identified that accuracy and fluency are the most patterned hindrance for struggling readers in combination with phonemic awareness. Therefore, there is a need to strengthen and ensure consistency with Tier 2 supports across all grade levels. Teachers will implement phonics instruction using Heggerty Phonemic Awareness; and SIPPS Phonics Program, through Tier 2 support. Students will utilize ST math, and Lexia Core 5 ELA to assist them with developing concepts and connecting to language	$2,154,180	Y

		during small group intervention. Instructional Aides will provide tiered support to struggling learners through small group intervention. EBCA will redesign its ELOP after-school program to provide students with targeted tutoring in ELA (literacy, phonics), Math, and ELD, taught by credentialed teachers. **25-26 LREGB funds support $50,135 for third party tutoring and $14,000 to support academic intervention.**		
4	Broad Course of Study	Edward B. Cole Academy will provide all students with access to a broad course of study beyond core subjects (ELA, Math, Social Studies, Science, & Physical Education) that includes Art & Music during the instructional day.	$142,986	N
5	Addressing Social-Emotional & Behavioral Student Needs	Edward B. Cole Academy (EBCA) has adopted and trained all staff on Covey's Leader in Me program in combination with PBIS. Leader in Me will help build leadership and life skills in students and staff, create a high trust culture and accelerate academic achievement. EBCA's leadership (Principal and Assistant Principal) will continue to implement the 7 Habits of Highly Successful People (Leader In Me) into daily SEL lessons, professional development and staff meetings, and during parent empowerment courses to ensure fidelity with implementation. EBCA leadership will lead the school's attendance policy, and communicate with families when a student is absent, to prevent chronic absenteeism rates, and connect families with resources from the community to re-engage students and families. In addition, the attendance policy will be discussed during summer orientation with families and summer professional development to ensure staff wide support and implementation.	$131,106	Y
6	Services to Support SWD	Edward B. Cole Academy's (EBCA) special education services are comprehensive and seamless for creating individualized support for All Students. EBC offers comprehensive services and a continuum of placement by assisting with Child Find, Response to Intervention (RtI), Student Study Team (SST), 504, Social Emotional Learning (SEL), and	$810,756	Y

		Special Education assessment and services. In addition, EBCA provides an array of professional development customized to meet our campus and staff needs. As a part of the continuum of support provided through our comprehensive special education services, we recognize the importance of preparing both general education and special education teachers to support ALL students by providing instructional and intervention training in the areas of SEL, UDL, and Differentiated Instruction. LACOE Charter SELPA is the provider for Edward B. Cole Academy. The Chief Operations Officer, Principal and Coordinator of Special Education ensure IEP timelines are followed and related services are provided based on the needs of the student. Parents are integral members of the IEP team, and their partnership helps to ensure their student's success. Our general education staff participate in professional development opportunities offered by our SELPA, and other providers to ensure compliance and adherence to state and federal laws regarding Special Education. In addition, Edward B. Cole Academy ensures the implementation of accommodations and/or modifications into lessons and assessments to support the needs and IEP goals of SWD. The SPED team participates in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning. Approximately 95% of Students with Disabilities are also identified as Unduplicated Pupils (EL, LI, FY). For the 2024-2025 school year, EBCA will continue to offer robust support to SWD and general education students through our model of having two educators in all classrooms to help provide differentiated instruction. In addition, we have two full time education specialists on staff to ensure that all SWD needs are met. The SPED Department will be supervised by the EBCA Administrative Team (Principal, Assistant Principal) for all matters of services, compliance, and quality.		

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	Continue to implement a comprehensive, coherently focused, professional learning opportunities for all educators and support staff that incorporates evidence-based pedagogical strategies (differentiation, GLAD, SEL), and vertical alignment, through ongoing Instructional Coaching to build teacher capacity, teacher retention, and improve student academic outcomes. Utilize findings from data to identify professional learning needs for educators, paraprofessionals, and the Leadership Team.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Based on findings from the needs assessment, review of dashboard findings, and feedback from educational partners there is a need to provide professional development to improve student academic outcomes. There is a need to strengthen professional development and coaching for new and continuing teachers on literacy, mathematics, Leader In Me, strategies to support English Learners and Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% teachers – fully credentialed & appropriately assigned. *Source: CDE TAMO*	94.1% *Data Year: 2021-22*	100% *Data Year: 2022-23*		100% *(adjustment made for 3-year LCAP)*	+5.9%
2.2	% students with access to standards aligned materials. *Source: Textbook Inventory/classroom observations*	100% *Data Year: 2023-24*	100% *Data Year: 2024-25*		100% *(adjustment made for 3-year LCAP)*	Maintained
2.3	Implementation of the State Academic Standards: measured by the purchase of curriculum & percentage of teachers participating in content specific professional development. *Source: Priority 2 Self-Reflection Tool - Local Indicator CA School Dashboard)*	ELA: 4 ELD: 4 Math:4 Social Science: 4 Science: 4 CTE: N/A Health: N/A PE: 4 VAPA: 3 World Language: N/A *Data Year: 2022-23*	ELA: 4 ELD: 4 Math:4 Social Science: 4 Science: 4 CTE: N/A Health: N/A PE: 4 VAPA: 3 World Language: N/A *Data Year: 2023-24*		ELA: ≥ 4 ELD: ≥ 4 Math: ≥ 4 Social Science: ≥ 4 Science: ≥ 4 CTE: N/A Health: N/A PE: ≥ 4 VAPA: ≥ 4 World Language: N/A (*adjustment made for 3-year LCAP)*	ELA: Maintained ELD: Maintained Math: Maintained Social Science: Maintained Science: Maintained CTE: N/A Health: N/A PE: Maintained VAPA: Maintained World Language: N/A

Goal Analysis for 2024-2025

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

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

All planned actions under Goal 2 were implemented as designed, supporting EBCA's commitment to high-quality instruction through professional development, instructional coaching, and aligned curriculum resources. Below is a summary of implementation by action:

Action 1: Admin and Educators that Support the Educational Program: EBCA employed a full administrative team and appropriately credentialed teachers in all TK–5 classrooms. All educators participated in six days of summer professional learning, seven non-instructional days, and weekly professional development sessions throughout the school year. Substitute teachers were consistently deployed to ensure instructional continuity. The school met its commitment to provide 182 instructional days—exceeding the state minimum.

Action 2: Professional Development: The professional learning plan was fully implemented and included targeted training in GLAD strategies, SEL (Leader in Me), ELD standards, Danielson's Framework, and standards-based curriculum. Instructional coaching was delivered by the Principal, Assistant Principal, and two newly added Literacy Coaches/Reading Specialists. Paraprofessionals also participated in professional development, particularly in special education topics. Summer 2024 learning focused on GLAD, Leader in Me, SWD supports, and home visits.

Action 3: Core Curricular Program Needs: All students had access to standards-aligned curriculum in ELA, math, science, social studies, and PE. Instructional materials were reviewed and replenished as needed, and professional development was aligned to support curriculum implementation.

Action 4: Closing the Digital Divide: All students and staff had access to appropriate technology devices. IT services were provided, and devices were maintained and updated consistently. This allowed for smooth access to digital instructional tools, assessments, and curriculum and supplemental programs

Overall, Goal 2 was successfully carried out with strong implementation across all actions. The combination of structured professional learning, on-site coaching, and investment in curriculum and technology laid a strong foundation for instructional improvement. Challenges were minimal, and the consistent participation in professional learning reflects a positive step toward long-term capacity building and student achievement growth.

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.

Estimated actual expenditures closely aligned with budgeted amounts across most actions, with several actions exceeding planned expenditures due to expanded implementation and increased student needs. The only notable variance occurred in Action 2.3: Core Curricular Program Needs, which was budgeted at $108,364 but had actual expenditures of $24,277. This difference was primarily due to adjustments in purchasing timelines and the deferral of some planned curriculum adoptions and materials to the following year.

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

All actions under Goal 2 were effectively implemented contributing to a strong foundation for professional learning and instructional improvement. The consistent delivery of high-quality professional development, instructional coaching, and curriculum support positively impacted staff capacity and instructional consistency across classrooms.

Action 1: Admin & Educators that Support the Educational Program: Full teaching and administrative team maintained instructional continuity with substitute coverage, and exceeded the state-required number of instructional days. Staff had regular access to professional development through summer sessions, non-instructional days, and weekly PD—supporting continuous growth throughout the year.

Action 2: Professional Development: Educators received targeted training in key instructional areas such as GLAD, SEL, math strategies, ELD standards, and curriculum implementation. Instructional coaching from administrators and newly hired Literacy Coaches reinforced classroom practices. The alignment between training and instructional goals strengthened implementation fidelity, and the induction reimbursement supported staff retention efforts. Although academic gains were more evident in math than in ELA, the foundation laid through this professional development was a critical step in addressing learning needs.

Action 3: Core Curricular Program Needs: Standards-aligned curriculum and instructional materials were consistently provided and integrated into instruction. Teachers received aligned training to ensure effective use, contributing to coherence across grade levels.

Action 4: Closing the Digital Divide: All students and teachers had access to functioning technology, and IT support ensured minimal disruptions to digital instruction and assessment. This access supported both classroom instruction and the integration of assessment tools aligned to instructional priorities.

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

Based on reflections and analysis of implementation, the following adjustments were made for the upcoming year:

Action 2.1: Admin & Educators that Support the ED Program: Substitute teachers will no longer be included in summer professional development sessions.

Action 2: Professional Development: ST Math Mind Institute and Cognitive Coaching through OCDE were removed from the professional development plan to better align with current priorities.

Additionally, Year 3 target outcomes were revised to align with the three-year LCAP cycle and provide clearer benchmarks for measuring progress.

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	Admin & Educators that Support the Ed Program	Edward B. Cole Academy (EBCA) will employ a principal, and appropriately credentialed teachers for students in grades TK-5 to provide all students with a broad course of study that includes English Language Arts, Mathematics, Science, Social Studies, and Physical Education. Substitute Teachers will be employed to maintain continuity of instruction and prevent further interruptions to learning. Edward B. Cole Academy will provide all students with 182 instructional days exceeding the CA state requirement of 175 instructional days. All educators will participate in 6 days of Summer Professional Learning: 7 non-instructional days and weekly professional development during the school year.	$2,013,498	Y
2	Professional Development	EBCA will provide all educators (including substitute teachers) with a robust professional development program that includes 6 days of Summer Professional Learning: 7 non-instructional days and weekly professional development during the school year. The Principal & Assistant Principal will provide instructional coaching for teachers and facilitate professional development. Two Literacy Coaches/Reading Specialists will be hired to provide targeted reading intervention and coaching for teachers on effective reading instruction. EBCA will provide all teachers and instructional Aides professional learning opportunities on the following areas of focus: Math: strategies (number sense) providing anchor charts, basic math routines and manipulatives • SEL: Covey's Leader In Me/7 Habits • ELPAC Deep Dive • Danielson's Framework • Wonders ELA Curriculum • Envision Math	$550,733	Y

		• Accommodations & Modifications: SWD 2024 Summer Professional Learning will focus on: GLAD strategies, Leader in Me, Addressing the academic & SEL needs of Students with Disabilities (SWD), ELD standards, and conducting home visits. The Administrative Leadership Team (Principal, and Assistant Principal) will participate in GLAD training, and Leader In Me training. Leadership and teachers will have the opportunity to participate in professional learning opportunities through workshops, conferences, that adhere to the schoolwide initiatives. Paraprofessionals will participate in the SPED department's professional learning opportunities. To support teacher effectiveness, teacher retention, and credential clearance, Edward B. Cole Academy will reimburse teacher induction expenses. **2025-26 LREGB funds include $92,000 allocated for coaching.**		
3	Core Curricular Program Needs	Edward B. Cole Academy will ensure that all students have access to standards-aligned curriculum and instructional materials. Annual purchases will be made as needed.	$82,174	N
4	Closing the Digital Divide	Edward B. Cole Academy will ensure that all students have access to a technology device to access curricular, instructional materials and assessments. Technology devices, equipment, and platforms will be available for all teachers. IT Support Services will be contracted, and the school's Administration (Principal, Assistant Principal) will ensure all devices are updated, maintained and ready for immediate use.	$95,000	N

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	Engage parents, families, and community members as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive, and positive learning environment.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Tool (FIT) Report Score *Source: SARC*	Exemplary *Data Year: 2023-24*	Exemplary *Data Year: 2024-25*		Exemplary *(adjustment made for 3-year LCAP)*	Maintained

3.2	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability *Source: Score - CDE Priority 3 Self reflection tool.*	9.3 10.3 11.3 12.3 *Data Year: 2023-24*	9.3 10.3 11.3 12.3 *Data Year: 2024-25*		9.4 10.4 11.4 12.4 *(adjustment made for 3-year LCAP)*	9. Maintained 10.Maintained 11.Maintained 12.Maintained
3.3	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability *Source: Score - CDE Priority 3 Self reflection tool*	1.3 2.3 3.3 4.3 *Data Year: 2023-24*	1.3 2.3 3.3 4.3 *Data Year: 2024-25*		1. ≥4 2. ≥4 3. ≥4 4. ≥4 *(adjustment made for 3-year LCAP*	1. Maintained 2. Maintained 3. Maintained 4. Maintained

3.4	Other Local Measure - Student Survey: Sense of safety & school connectedness *Source: Panorama*	80% Sense of Safety 88% School Connectedness *Data Year: 2023-24*	59% Average Sense of Safety 74% Average on School Connectedness *Data Year: 2024-25*		≥70% Average Sense of Safety ≥ 70% Average School Connectedness	-21% Sense of Safety -14% School Connectedness
3.5	Other Local Measure - Parent Survey: Sense of safety & school connectedness. *Source: Panorama*	89% Sense of Safety 82% School connectedness *Data Year: 2023-24*	82% Average Sense of Safety 79% Average on School connectedness *Data Year: 2024-25*		≥90% Average Sense of Safety ≥90% Average on School connectedness	-7% Sense of Safety -3% School connectedness
3.6	Other Local Measure - Staff Survey: Sense of safety & school connectedness *Source: Panorama*	89% Sense of Safety 82% School connectedness *Data Year: 2023-24*	56% Average Sense of Safety 65% Average on School connectedness *Data Year: 2024-25*		≥ 70% Average Sense of Safety ≥70% Average on School connectedness	-33% Sense of Safety -17% School connectedness

Goal Analysis for 2024-2025

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

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

All planned actions under Goal 3 were implemented as intended and ECBA remains committed to fostering strong family-school partnerships, maintaining a safe and inclusive school environment, and offering a range of engagement opportunities that reflected the needs and interests of its educational partners. Below is a summary of implementation by action:

Action 1: Promoting Positive School Climate, Student Engagement & Safe Learning Environment: Multiple opportunities for student engagement beyond the classroom with field trips, after-school programs and monthly recognition events. The school continued to use the Raptor system and PikMyKid app to support campus security and student safety. The administrative team updated and communicated the Comprehensive School Safety Plan and ensured regular emergency drills were conducted. Security was further strengthened through

upgraded cameras and the continued use of a metal detector at the school's entrance. Uniforms were provided to all students, and school vans were used to support transportation for at-risk students to reduce attendance barriers. Counselor-led SEL initiatives, such as the Zones of Regulation, were also implemented to support student well-being.

Action 2: Parent Input in Decision-Making: Parents were provided with multiple formal opportunities to engage in school-level decision-making through committees including ELAC, DELAC, PAC, and the Parent Leadership Organization. Interpreter services were provided to ensure access and inclusion for non-English-speaking families. These groups helped inform school priorities and maintain two-way communication between families and school leadership.

Action 3: Opportunities Provided to Support Parent Engagement and Participation: The Community Engagement Director coordinated a wide range of parent engagement activities, including Coffee with Admin, Town Halls, parent workshops, ESL classes, and leadership training aligned with Leader in Me. Parents were also supported through communication tools like ParentSquare, Aeries Parent Portal, and the school website. All communications were translated into Spanish, and interpreter services were available as needed to support equitable access.

Action 4: Maintaining Safe and Clean School Facilities: EBCA continued to prioritize campus safety and cleanliness. The Facility Inspection Tool (FIT) was administered as scheduled, and any issues identified were addressed in partnership with SAUSD under the Prop 39 MOU. Results were reported publicly via the SARC, LCAP, and School Dashboard.

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.

Estimated actual expenditures closely aligned with budgeted amounts across most actions, with several actions exceeding planned expenditures due to expanded implementation and increased student needs. Notable variances occurred in the following areas:

Action 3.1: Promoting Positive School Climate, Student Engagement, and a Safe Learning Environment was budgeted at $32,887 but had actual expenditures of $20,330. This difference was primarily due to adjustments in program timelines and lower-than-anticipated costs for contracted services and supplies.

Action 3.4: Maintaining Safe and Clean School Facilities was budgeted at $532,490 with estimated actual expenditures of $504,101. This variance reflects cost savings in facilities maintenance, utilities, and contracted services during the year.

All other actions remained within a reasonable range of the original budgeted expenditures.

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

Goal 3 actions were highly effective in building a supportive school climate and strengthening school-home partnerships. Evidence of progress includes improved attendance, consistent family participation, and positive feedback on school safety and communication.

Action 1: Promoting Positive School Climate, Student Engagement & Safe Learning Environment: After-school enrichment programs, monthly student recognition events, and counselor-led SEL activities helped promote student connection and engagement. The significant decrease in chronic absenteeism noted on the 2024 Dashboard reflects the impact of school climate efforts and transportation supports for

at-risk students. Continued use of campus aides, security systems, and updated safety protocols contributed to a safe and orderly environment.

Action 2: Parent Input in Decision-Making: Parents had multiple structured opportunities to participate in school governance and decision-making through ELAC, DELAC, PAC, and the Parent Leadership Organization. All meetings were conducted in both English and Spanish by the bilingual school administration, ensuring inclusive participation. This consistent, accessible engagement helped guide school priorities and strengthen trust among educational partners.

Action 3: Opportunities Provided to Support Parent Engagement and Participation: A wide range of workshops, Town Halls, and outreach events provided families with tools to support student learning and well-being. Communication platforms such as ParentSquare and Aeries strengthened home-school communication. Parent feedback led to relevant workshop topics and increased attendance, indicating that offerings were responsive to family needs and interests.

Action 4: Maintaining Safe and Clean School Facilities: Maintained clean and well-monitored facilities, conducted the annual FIT inspection, and promptly addressed any issues through its partnership with SAUSD. These efforts contributed to a physically safe environment that supports student learning and staff morale.

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

Based on reflections and analysis of implementation, the following adjustments were made for the upcoming year:

Action 3.1: Promoting Positive School Climate, Student Engagement & Safe Learning Environment includes campus instructional aides, security measures are utilized for parents/guardians, visitors and guests and the monthly cougar store using cougar dollars as tangible currency incentives to reinforce positive behavior and engagement.

Action 3.3 Opporunities Provided to Support Parent Engagement and Participation: This action includes *Coffee with the Principal* sessions, which serve as a central strategy for fostering relationships and two-way communication between families and school leadership

Additionally, Year 3 target outcomes were revised to align with the three-year LCAP cycle and provide clearer benchmarks for measuring progress.

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	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	Edward B. Cole Academy will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation. EBCA's campus aides and instructional aides will provide supervision during the day to ensure student safety. EBCA will continue to implement Raptor, Visitor Management System, as an added security to identify and manage all visitors to the school; and PIK MY KID app, during daily pickups to securely streamline the parent pickup process. The administrative team (Principal, AP) will review, revise and communicate with all educational partners EBCA's Comprehensive School Safety Plan, ensure drills take place and health screenings are provided to students. The school will provide students with a set of school uniform. As requested by our educational partners, EBCA's Administrative Team will continue to security measures including metal detector at the school's entrance, upgrade security cameras system schoolwide. EBCA will implement the following activities to promote a positive school climate and student/family engagement: • Family Fun Nights • Monthly Student Recognition Ceremonies • Monthly Cougar Store - Using Cougar Dollars for Digital Currency • Tracking • After-school expanded learning opportunities Dance, Cheer & Band (transportation will be provided) • Adopt the Zones of Regulation (Counselor-led)	$319,096	Y

		EBCA has purchased vans and is committed to providing transportation for at-risk students to address barriers to daily attendance; and reduce chronic absenteeism rates.		
2	Parent Input in Decision Making	EBCA will provide all parents with opportunities to participate in committees to provide input in decision-making through the following: • English Language Advisory Committee (ELAC), DELAC, & EL Parent • Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent Leadership Organization Interpreter services will be made available for all committee meetings, and upon request.	$26,688	N
3	Opportunities Provided to Support Parent Engagement and Participation	The Community Engagement Director will provide all parents including those of unduplicated students, and Students with Disabilities with various opportunities to engage as partners in their child's education through volunteer opportunities on campus. Community Engagement Director will also facilitate and plan parent workshops to include speakers on the following topics as requested by our educational partners: • Impact of attendance on academics • ESL Classes for parents • Parent leadership training: Leader in Me • Nutrition • Online safety • Coffee with the Principal Edward B. Cole Academy staff will utilize ParentSquare, an effective application to communicate with families, in addition to the school's website. Parents will also have access to Aeries Parent Portal where they can view their child's academic progress, attendance, and communicate with staff/teachers.	$149,829	N

		EBCA's Administrators (Principal and Assistant Principal) will host Coffee with Admin and Monthly Town Halls (Q&A); to promote parent engagement and participation. Areas of focus include: • Mathematics: How to support your child at home • Content focused & grade-level focused: ELA, Math – to provide parents with a better understanding of what students will need to know and be able to do. • Impact of attendance on student learning • Covey's Leader in Me SEL All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services will be provided for all schoolwide and parent events, and upon request.		
4	Maintaining Safe and Clean School Facilities	Edward B. Cole Academy strives to provide all students and staff with a safe and clean school facility site. Annually, our school administers an annual Facility Inspection Tool (FIT) report, and results will be reported on the SARC, LCAP, and CA School Dashboard. If there are any issues or findings from the FIT, the district (SAUSD) will be contacted to address issues via Prop 39 MOU.	$532,801	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,793,529	$220,062

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
39.03%	0.00%	$0	39.03%

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 3	As evidenced on the CA School Dashboard, student performance in ELA declined by 3.3 points from 2023 to 2024, while Math scores increased by 6.7 points during the same period. Despite this improvement in Math, achievement gaps remain, particularly among Unduplicated pupils.	EBCA has made academic gains as measured by the Math Academic Indicator (2024 Dashboard) however ELA is an area for growth. Findings from our annual needs assessment identified that accuracy and fluency are the most patterned hindrance for struggling readers in combination with phonemic awareness. Therefore, there is a need to strengthen and ensure consistency with Tier 2 supports across all grade levels. Teachers will implement phonics instruction using Heggerty Phonemic Awareness; and SIPPS Phonics Program,	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)

		through Tier 2 support. Students will utilize ST math, and Lexia Core 5 ELA to assist them with developing concepts and connecting to language during small group intervention. Instructional Aides will provide tiered support to struggling learners through small group intervention.	
Goal 1, Action 5	As evidenced by 2024 CA Dashboard results, chronic absenteeism declined by 9.5 percentage points schoolwide, reflecting the impact of targeted attendance strategies; however, rates remain high at 22.5%, with even higher rates among English Learners (26%) and Socioeconomically Disadvantaged students (23.2%). These results indicate that while current efforts are showing progress, continued focus on attendance policies and expanded supports through MTSS are essential to address ongoing engagement and achievement gaps among Unduplicated Pupils.	EBCA aims to strengthen its attendance policy and communicate with families, students and staff to reduce chronic absenteeism rates. The school's leadership will lead attendance accountability meetings. The Director of Community Engagement will collaborate with the Counselor, Administration and front office personnel to monitor daily student attendance, contact families of students who are disengaged (absent), and identify root causes and connect families with resources to address barriers to daily attendance.	The metrics that will be used to monitor effectiveness: • #8: Chronic Absenteeism Rate • #7: Attendance Rate
Goal 1, Action 6	There are significant achievement gaps among Students with Disabilities. A needs assessment was conducted and over 95% of SWD are Unduplicated Pupils (EL, Low Income), and lack foundational reading and math skills.	For the 2025-2026 school year, EBCA will continue to offer robust support to SWD and general education students through our model of having two educators in all classrooms to help provide differentiated instruction. Paraprofessionals will be strategically placed in classrooms to support struggling learners that will benefit all students.	The metrics that will be used to monitor effectiveness: • #1: CAASPP ELA Assessment: Distance from Standard (DFS) • #2: CAASPP Math Assessment: Distance from Standard (DFS)
Goal 2, Action 1	There is a need to provide substitute teachers to cover classrooms when teachers are participating in essential professional development to improve the implementation of evidence-based pedagogical strategies.	Substitute teachers will be provided to maintain continuity of instruction and ensure every student/classroom has access to a credentialed teacher.	The metrics that will be used to monitor effectiveness: • #15: Implementation of academic content standards.
Goal 2, Action 2	As evidenced on the 2024 CA School Dashboard, student performance in ELA declined by 3.3 points, while Math scores increased by 6.7 points compared to 2023. Despite gains in Math, achievement gaps persist—particularly among Unduplicated Pupils. To improve overall academic outcomes, there is a	The Principal & Assistant Principal will provide instructional coaching for teachers and facilitate professional development. Literacy Coaches/Reading Specialists support provide targeted reading intervention and coaching for teachers on effective reading	The metrics that will be used to monitor effectiveness: • #15: Implementation of academic content standards.

	continued need for instructional coaching to ensure schoolwide initiatives and professional development strategies are implemented with fidelity.	instruction.	
Goal 3, Action 1	As evidenced by 2024 CA Dashboard results, chronic absenteeism declined by 9.5 percentage points schoolwide, reflecting the impact of targeted attendance strategies; however, rates remain high at 22.5%, with even higher rates among English Learners (26%) and Socioeconomically Disadvantaged students (23.2%). These results indicate that while current efforts are showing progress, there is a continued need to strengthen attendance policies and expand access to learning opportunities beyond the classroom to further reduce absenteeism and support student engagement.	Edward B. Cole Academy will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation. EBCA's campus aides and instructional aides will provide supervision during the day to ensure student safety. EBCA will continue to implement Raptor, Visitor Management System, as an added security to identify and manage all visitors to the school; and PIK MY KID app, during daily pickups to securely streamline the parent pickup process. EBCA has purchased vans and is committed to providing transportation for at-risk students to address barriers to daily attendance; and reduce chronic absenteeism rates	The metrics that will be used to monitor effectiveness: • #8: Chronic Absenteeism Rate • #7: Attendance Rate

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
N/A	N/A	N/A	N/A

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

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.

EBCA will use additional concentration grant add-on funds to fund Campus Proctors that provide supervision, and safety. (Goal 3, Action 1)

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 to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,098,685.03	$ 7,019,729.31

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	STRENGTHENING EL PROGRAM & SERVICES	No	$ 30,869	$ 36,515
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 49,131	$ 43,631
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 14,210	$ 18,065
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 1,575,390	$ 1,559,626
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 666,431	$ 689,745
1	4	BROAD COURSE OF STUDY	No	$ 145,704	$ 148,278
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 14,510	$ -
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 111,500	$ 104,960
1	6	SERVICES TO SUPPORT SWD	No	$ 693,951	$ 527,324
1	6	SERVICES TO SUPPORT SWD	Yes	$ 244,147	$ 207,353
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,805,019	$ 1,944,002
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 60,000	$ 126,233
2	2	PROFESSIONAL DEVELOPMENT	No	$ 284,342	$ 294,096
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 165,098	$ 188,611
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 108,364	$ 24,227
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 56,687	$ 68,079
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 32,888	$ 20,330
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 359,016	$ 373,325
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 148,939	$ 141,229
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 532,490	$ 504,101
				$ -	$ -
				$ -	$ -

2024-25 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)
$ 1,723,284	$ 1,655,323	$ 1,733,858	$ (78,535)	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	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 49,131	$ 43,630.75	0.000%	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 666,431	$ 689,745.00	0.000%	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 111,500	$ 104,959.96	0.000%	0.000%
1	6	SERVICES TO SUPPORT SWD	Yes	$ 244,147	$ 207,352.75	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 60,000	$ 126,233.00	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 165,098	$ 188,611.27	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 359,016	$ 373,325.07	0.000%	0.000%

2024-25 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)
$ 4,380,410	$ 1,723,284	0.000%	39.341%	$ 1,733,858	0.000%	39.582%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 4,595,675	$ 1,793,529	39.03%	0.00%	39.03%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,247,096	$ 2,545,832	$ -	$ 262,973	$ 7,084,687	$ 4,490,581	$ 2,594,105

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	STRENGTHENING EL PROGRAM & SERVICES		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$ 36,401	$ 7,616	$-	$ -	$ 28,785	$ 36,401	0.000%
1	1	STRENGTHENING EL PROGRAM & SERVICES		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ -	$ 24,803	$ 24,803	$-	$ -	$-	$ 24,803	0.000%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$ 14,636	$ 14,636	$-	$ -	$-	$ 14,636	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		No	LEA-wide	N/A	ECBA	Ongoing	$ 193,095	$ 1,214,599	$ 24,496	$ 1,210,479	$ -	$ 172,718	$ 1,407,694	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 706,120	$ 40,366	$ 746,486	$-	$ -	$-	$ 746,486	0.000%
1	4	BROAD COURSE OF STUDY		No	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 103,339	$ 39,647	$ 27,546	$ 115,440	$ -	$-	$ 142,986	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$-	$-	$-	$ -	$-	$ -	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 107,921	$ 23,185	$ 131,106	$-	$ -	$-	$ 131,106	0.000%
1	6	SERVICES TO SUPPORT SWD		No	LEA-wide	N/A	ECBA	Ongoing	$ 464,466	$ 156,180	$ 21,196	$ 526,209	$ -	$ 73,241	$ 620,646	0.000%
1	6	SERVICES TO SUPPORT SWD		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 190,110	$-	$ 190,110	$-	$ -	$-	$ 190,110	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM		No	LEA-wide	N/A	ECBA	Ongoing	$ 1,790,746	$ -	$ 1,602,263	$ 188,482	$ -	$-	$ 1,790,746	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 123,069	$ 99,683	$ 222,752	$-	$ -	$-	$ 222,752	0.000%
2	2	PROFESSIONAL DEVELOPMENT		No	LEA-wide	N/A	ECBA	Ongoing	$ 261,125	$ 130,433	$ 7,419	$ 367,125	$ -	$ 17,014	$ 391,558	0.000%
2	2	PROFESSIONAL DEVELOPMENT		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 143,352	$ 15,823	$ 159,175	$-	$ -	$-	$ 159,175	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$ 82,174	$ 32,878	$ 49,296	$ -	$-	$ 82,174	
2	4	CLOSING THE DIGITAL DIVIDE		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$ 95,000	$ 95,000	$-	$ -	$-	$ 95,000	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT		Yes	LEA-wide	English Learners and Low-Income	ECBA	Ongoing	$ 287,139	$ 31,957	$ 319,096		$ -	$-	$ 319,096	0.000%
3	2	PARENT INPUT ON DECISION MAKING		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$ 26,689	$ 20,979	$ 5,708	$ -	$-	$ 26,688	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION		No	LEA-wide	N/A	ECBA	Ongoing	$ 120,100	$ 29,728	$ 149,829	$-	$ -	$-	$ 149,829	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES		No	LEA-wide	N/A	ECBA	Ongoing	$ -	$ 532,801	$ 449,708	$ 83,093	$ -	$-	$ 532,801	0.000%

2025-26 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
$ 4,595,675	$ 1,793,529	39.026%	0.000%	39.026%	$ 1,793,529	0.000%	39.026%	**Total:**	$ 1,793,529
								LEA-wide Total:	$ 1,793,529
								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	STRENGTHENING EL PROGRAM & SERVICES	No	LEA-wide		ECBA	$ -	0.000%
1	1	STRENGTHENING EL PROGRAM & SERVICES	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 24,803	0.000%
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	LEA-wide		ECBA	$ -	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	LEA-wide		ECBA	$ -	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 746,486	0.000%
1	4	BROAD COURSE OF STUDY	No	LEA-wide		ECBA	$ -	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	LEA-wide		ECBA	$ -	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 131,106	0.000%
1	6	SERVICES TO SUPPORT SWD	No	LEA-wide		ECBA	$ -	0.000%
1	6	SERVICES TO SUPPORT SWD	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 190,110	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	LEA-wide		ECBA	$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 222,752	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	LEA-wide		ECBA	$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 159,175	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	LEA-wide		ECBA	$ -	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No	LEA-wide		ECBA	$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	LEA-wide	English Learners and Low-Income	ECBA	$ 319,096	0.000%
3	2	PARENT INPUT ON DECISION MAKING	No	LEA-wide		ECBA	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	LEA-wide		ECBA	$ -	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	LEA-wide		ECBA	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal** #: Enter the LCAP Goal number for the action.
- **Action** #: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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