LCFF Budget Overview for Parents

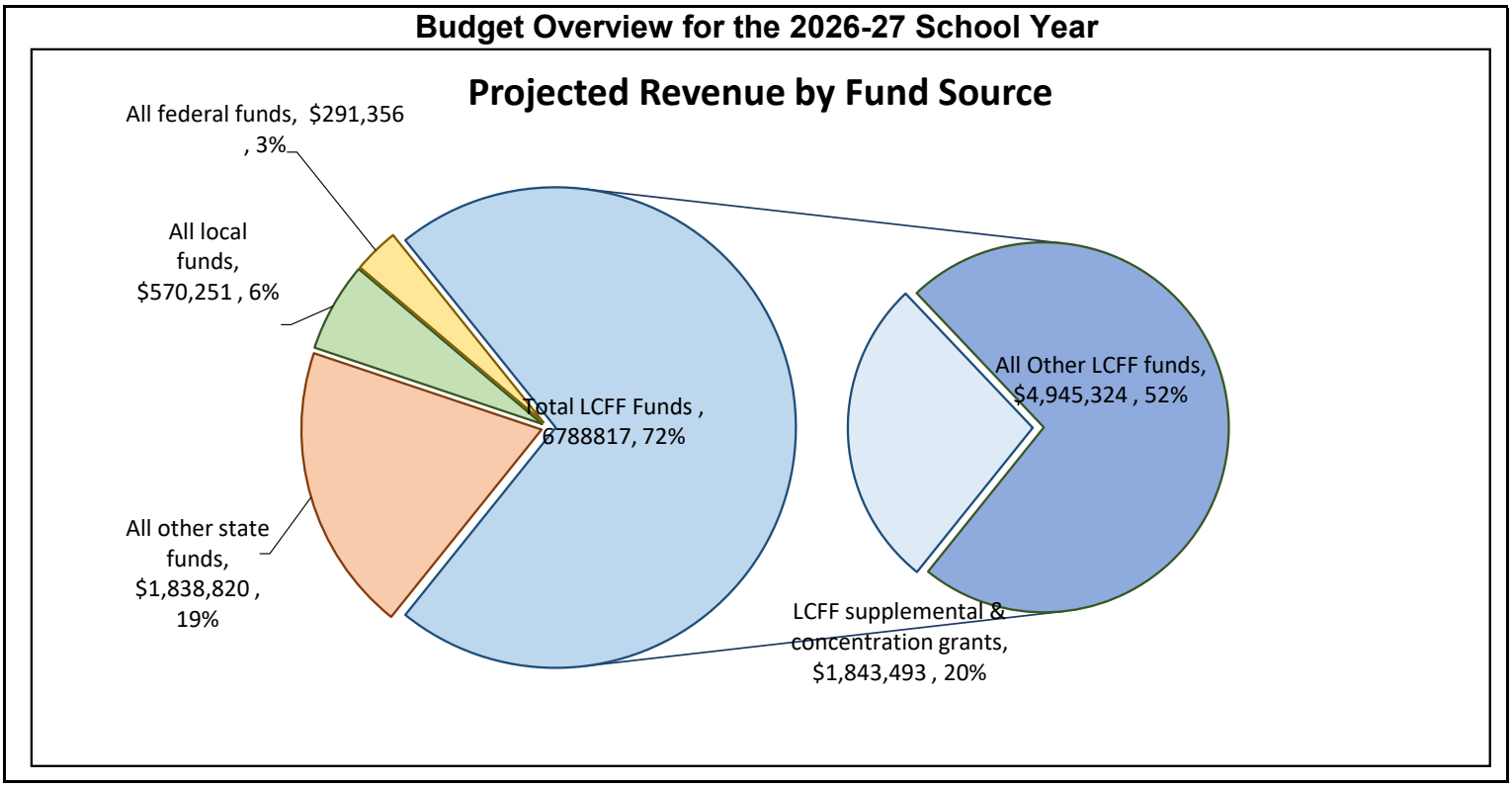
Local Educational Agency (LEA) Name: Edward B Cole Sr Academy

CDS Code: 30 66670 0101626

School Year: 2026-27

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).

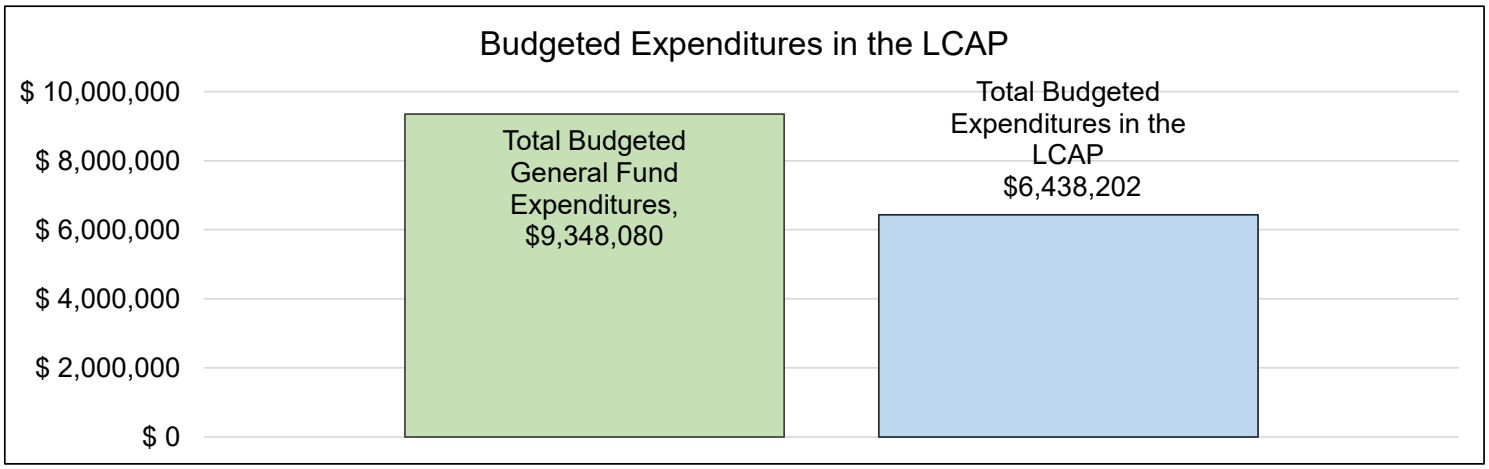


This chart shows the total general purpose revenue Edward B Cole Sr Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Edward B Cole Sr Academy is $9,489,244.00, of which $6,788,817.00 is Local Control Funding Formula (LCFF), $1,838,820.00 is other state funds, $570,251.00 is local funds, and $291,356.00 is federal funds. Of the $6,788,817.00 in LCFF Funds, $1,843,493.00 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.

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This chart provides a quick summary of how much Edward B Cole Sr Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Edward B Cole Sr Academy plans to spend $9,348,080.00 for the 2026-27 school year. Of that amount, $6,438,202.00 is tied to actions/services in the LCAP and $2,909,878.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

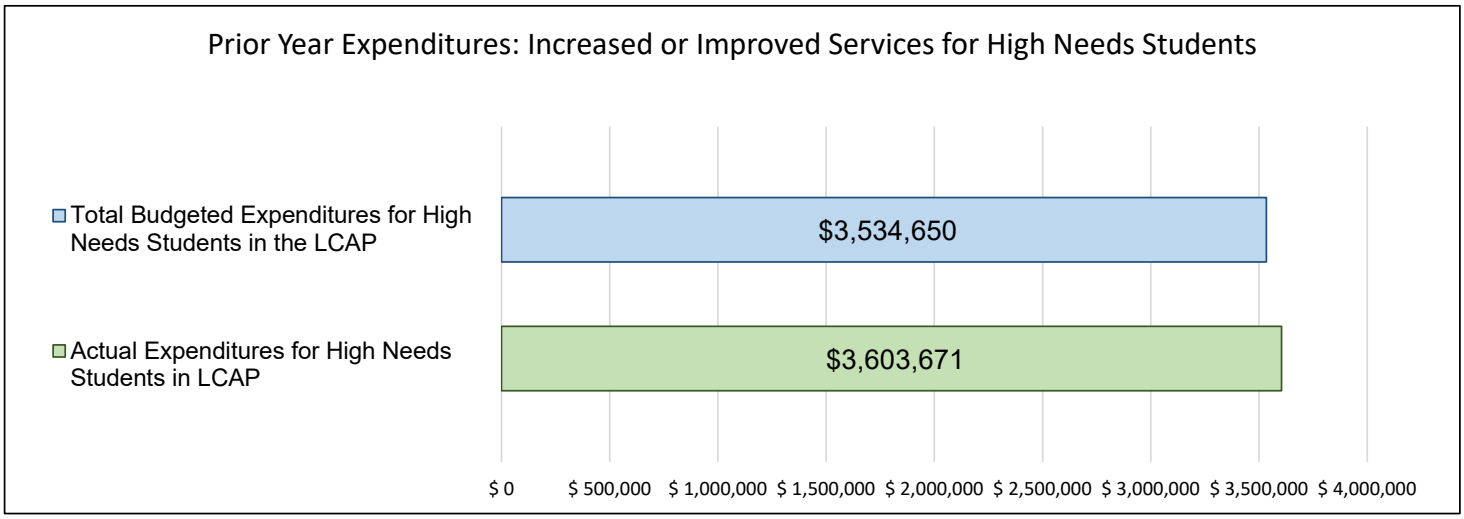
Non-Instructional consultants, classified (operations) staff and general operational expenditures.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Edward B Cole Sr Academy is projecting it will receive $1,843,493.00 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 $2,961,538.00 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 2025-26



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 2025-26, Edward B Cole Sr Academy's LCAP budgeted $3,534,650.00 for planned actions to increase or improve services for high needs students. Edward B Cole Sr Academy actually spent $3,603,671.00 for actions to increase or improve services for high needs students in 2025-26.

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	Elsa Ochoa, Principal	ochoae@ebcacademy.com (714) 836-9023

Plan Summary 2026-27

General Information

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

Edward B. Cole Academy (EBCA) is a WASC-accredited public charter school located in Santa Ana's Federal Empowerment Zone. EBCA serves more than 431 students in grades TK-5 through a model that integrates a Multi-Tiered System of Supports (MTSS) with components of the California Community Schools Framework and is aligned to the Expanded Learning Opportunities Program (ELOP). As a school of choice, EBCA does not enroll based on geographic boundaries; families from across Santa Ana choose the school for its academic rigor, supportive climate, structured interventions, and emphasis on family engagement. The school's long-standing presence, high family retention, and steady enrollment demonstrate its continued importance in the local public education landscape. In recognition of its sustained service to the community, EBCA's charter petition was successfully renewed by the Santa Ana Unified School District (SAUSD) for a five-year term spanning 2026 through 2031.

Student Demographics

EBCA's student body is 97% Hispanic, 2% White, and 1% Asian. Among enrolled students, 78% are socioeconomically disadvantaged, 41% are English learners, 13% are students with disabilities, 1% are foster youth, and 0.7% are migrant students.

Mission

EBCA partners with families and the community to nurture and empower lifelong learners. The school fosters leadership, academic excellence, 21st-century skills, and social-emotional growth to prepare all students for success in school, in life, and in their communities.

Vision

EBCA prepares and motivates scholars to excel academically and to pursue higher levels of education, career, and civic life. In partnership with families and stakeholders, the school fosters integrity, responsibility, and a commitment to community. EBCA honors the uniqueness of every child and nurtures each student's innate sense of curiosity, joy, and purpose, equipping them to lead with excellence and to help build a just world. The school believes that the uniqueness of children is revealed in their very existence and that it is the school's responsibility to foster their innate sense of the mystery and joy of life.

School Program

EBCA was founded on the belief that all students, regardless of background, deserve access to rigorous, standards-aligned instruction within a supportive, student-centered environment. The school's model integrates academic instruction with life skills development, character education,

and multi-tiered supports to address the whole child. Project-based learning is a core feature of the academic program, giving students opportunities to apply content knowledge across disciplines. The school also maintains a 1:1 student-to-device ratio, providing every student with consistent access to technology-enhanced learning during and beyond the school day.

Grants and Initiatives

EBCA's LCAP aligns with the California Multi-Tiered System of Supports (MTSS) Framework and with the Four Pillars of Community Schools from the California Community Schools Framework. The school continues to strengthen the integration of MTSS, the Four Pillars, and Positive Behavioral Interventions and Supports (PBIS) with ELOP, alongside partnerships with community-based organizations and local agencies that support the needs of the school, its students, and their families.

Educational Partner Engagement and Compliance

EBCA has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). This plan meets the educational partner engagement requirements outlined in California Education Code Section 64001(j) and fulfills the requirements of EC Section 52062(a). These include consultation with the Special Education Local Plan Area (SELPA) per EC Section 52062(a)(5), engagement with the Parent Advisory Committee (PAC) per EC Section 52062(a)(1), and engagement with the English Learner Parent Advisory Committee per EC Section 52062(a)(2), as well as the provision of written responses to each committee regarding its comments.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, EBCA has $450,312.83 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, of which $410,473.83 will be expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

EBCA is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

Reflections: Annual Performance

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

The following table presents Edward B. Cole Academy's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science
All Students	Yellow	Red	Blue	N/A	Orange	Orange	Orange
English Learners	Yellow	Orange	Blue	N/A	Orange	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange	Orange
Students with Disabilities	N/A	Orange	Blue	N/A	Red	Orange	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	--
Asian	N/A	--	--	N/A	--	--	--
Hispanic or Latino	N/A	Red	Blue	N/A	Orange	Orange	Orange
White	N/A	--	--	N/A	--	--	N/A
Two or More Races	N/A	--	--	N/A	N/A	N/A	N/A

Exemplary School Climate: Zero Suspensions, Blue Performance: Edward B. Cole Academy received a Blue performance level on the Suspension Rate Indicator on the 2025 California School Dashboard for all students and for each numerically significant student group, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students. This is the highest performance level on the Dashboard and reflects a zero suspension rate during the 2024-25 school year, an improvement from the prior year's all-students rate of 1.5% in 2023-24.

This excellent outcome is the result of the school's positive climate and its sustained investment in student support. EBCA implements the Leader in Me character education curriculum schoolwide, with all teachers and staff implementing the program with fidelity and has developed partnerships with community-based organizations to address the academic and social-emotional needs of its students. The counselor provides critical Tier 2 and Tier 3 social-emotional support, partnering with students and families to address behavioral and emotional needs, and the school administers the Panorama School Climate Survey to measure school climate and student connectedness and to serve as a universal social-emotional learning screener. Together, these practices reflect EBCA's commitment to meeting the social, emotional, behavioral, and academic needs of every student, and the school will continue them to sustain this strong result.

Comprehensive Needs Assessment (2025 CA School Dashboard)

Edward B. Cole Academy (EBCA) developed a comprehensive needs assessment to guide its planning and resource decisions for the 2026-27 school year. The needs assessment was undertaken for several interrelated reasons, each centered on the school's commitment to ensuring that the social, emotional, behavioral, and academic needs of all students are met.

Measuring Program Effectiveness and Responding to Academic Performance: The first purpose of the needs assessment was to measure the effectiveness of the school's instructional program and to examine the decline in academic performance reflected in recent data. By analyzing performance across the California School Dashboard indicators and the school's local assessment results, EBCA sought to understand where its program is working well and where outcomes have declined, so that improvement efforts can be directed with precision toward the areas of greatest need.

Allocating Resources Appropriately: The second purpose was to ensure that the school's human, physical, and fiscal resources are allocated appropriately. The needs assessment provides the evidence base for aligning staffing, instructional materials, facilities, and funding to the priorities identified through the analysis, so that resources are directed where they will have the greatest impact on student outcomes.

Making Data-Informed Decisions: The third purpose was to ensure that the school's decisions are grounded in data and informed by the feedback of its educators. Rather than relying on assumptions, EBCA used quantitative and qualitative evidence, together with the professional judgment and observations of its teachers and staff, to identify needs, determine root causes, and select the strategies most likely to produce meaningful improvement.

Meeting Title I Requirements and Developing the Learning Recovery Emergency Block Grant: The fourth purpose was to fulfill the school's annual Title I needs assessment obligation and to develop the use of Learning Recovery Emergency Block Grant funds. The needs assessment was developed in collaboration with the school's leadership and its educational partners, including teachers, students, staff, parents, and community members. This collaborative process ensured that the resulting priorities reflect the perspectives of the full school community and that federal and state funds are directed toward the most pressing needs.

Alignment to the California Community Schools Framework: EBCA has embraced the California Community Schools Framework and has developed a Local Control and Accountability Plan (LCAP) that aligns to it and to the Four Pillars of Community Schools. The needs assessment is grounded in this framework, ensuring that the school's priorities reflect a whole-child, community-centered approach to improvement.

The first pillar, integrated student supports, is reflected in the school's multi-tiered systems for academic, social-emotional, behavioral, and health needs, which the needs assessment uses to identify and address barriers to learning. The second pillar, family and community engagement, is reflected in the collaborative development of the needs assessment with parents and community members and in the school's ongoing partnerships with community-based organizations. The third pillar, collaborative leadership and practices, is reflected in the engagement of school leadership, teachers, students, and staff in analyzing data and shaping priorities through shared decision-making. The fourth pillar, extended learning time and opportunities, is reflected in the school's commitment to interventions, enrichment, and additional instructional time that extend learning beyond the core day. By anchoring the needs assessment and the LCAP in these pillars, EBCA ensures that its plan is coherent, equitable, and responsive to the full range of student needs.

Commitment to the Whole Child: Across all of these purposes, the needs assessment reflects EBCA's commitment to ensuring that the social, emotional, behavioral, and academic needs of all students are met. By examining its performance honestly, aligning its resources intentionally, grounding its decisions in data and educator feedback, and engaging its educational partners throughout the process, EBCA has positioned itself to make informed, equitable, and effective decisions on behalf of every student it serves.

ELA Academic Indicator: 2025 CA School Dashboard

On the 2025 California School Dashboard, Edward B. Cole Academy (EBCA) performed at 44.1 points below standard for all students on the ELA Academic Indicator, with an Orange performance level. This represents a decline of 17.8 points from the 2024 result of 26.3 points below standard, which was also rated Orange.

Among numerically significant student groups, Students with Disabilities performed at 133 points below standard with a Red performance level, a continued decline from the 2024 result of 121.8 points below standard, which was also Red. English Learners performed at 60.4 points below standard, declining from 43 points below standard in 2024. Socioeconomically Disadvantaged students performed at 44 points below standard, declining from 28.7 points below standard in 2024. The Hispanic student group received an Orange performance level. The Students with Disabilities subgroup became numerically significant for the ELA Academic Indicator beginning in 2024 and has remained at the Red performance level across both reported years.

For context on language acquisition, the English Learner Progress Indicator improved from 40.7% of English Learners making progress toward English proficiency (Red) in 2024 to 43.8% making progress (Yellow) in 2025. Within the 2025 results, 20.5% of English Learners decreased at least one ELPI level and 35.7% maintained their ELPI level. This improvement in language acquisition occurred alongside a decline in the ELA Academic Indicator for the same group, indicating that progress toward English proficiency is not yet translating into grade-level ELA achievement.

Data Analyzed: The analysis of the ELA focus area drew on multiple quantitative and qualitative data sources. Quantitative sources included the California School Dashboard for 2024 and 2025, CAASPP Smarter Balanced ELA results, NWEA MAP Growth assessments in Reading and Language Usage, DIBELS for foundational reading skills, and the Summative ELPAC for English Learner proficiency. Qualitative sources included classroom observations and walkthroughs conducted by school leadership, teacher and parent input gathered during stakeholder engagement, professional learning community discussions and grade level data team meetings, IEP team meeting documentation for Students with Disabilities, and student work samples reviewed during writing moderation cycles.

Educational Partners Engaged in the Analysis: Educational partners engaged in the analysis of the ELA focus area included the School Leadership Team, classroom teachers participating during professional development and grade level team meetings, and parents and guardians. The Principal led the synthesis of input from these partners and the alignment of identified needs to draft 2026-27 LCAP actions.

Strengths Identified, Including Demonstrated Growth: While schoolwide and student group ELA performance declined from 2024 to 2025, the analysis surfaced several specific strengths. The English Learner Progress Indicator improved from 40.7% making progress (Red) in 2024 to 43.8% making progress (Yellow) in 2025, reflecting the early impact of strengthened designated and integrated ELD instruction and increased use of GLAD strategies across content areas. Third grade CAASPP results for ELA also showed an increase in the percentage of students scoring at Met and Exceeded, providing evidence that instructional adjustments at this foundational reading transition grade are beginning to yield measurable gains.

Several instructional improvements implemented during the 2024-25 school year remain in place and provide a foundation for accelerated growth. These include integrated and designated ELD instruction, deployment of digital and print curriculum for the ELD course, leveled grouping across grades 1 through 5 for differentiated instruction, schoolwide use of GLAD strategies across all content areas, targeted small group instruction aligned to language acquisition needs, grade-level content delivery with embedded scaffolds, and explicit academic writing instruction using the CREEW writing strategy.

Greatest Needs and Specific Student Groups: The greatest area of need within the ELA Academic Indicator is the Students with Disabilities subgroup. SWD performance has remained at the Red level across both the 2024 and 2025 Dashboards, continuing to decline from 121.8 points below standard in 2024 to 133 points below standard in 2025. The SWD subgroup now performs roughly 89 points below the schoolwide ELA average of 44.1 points below standard, representing the largest internal achievement gap and the most urgent priority for intervention.

English Learners represent a second priority. While the English Learner Progress Indicator moved from Red to Yellow, the ELA Academic Indicator for English Learners declined to 60.4 points below standard. This pattern indicates that English Learners are making measurable progress toward English language acquisition while continuing to struggle with grade-level ELA standards, suggesting that integrated ELD across content areas is not yet sufficiently bridging language proficiency and academic literacy.

Socioeconomically Disadvantaged students represent a third area of focused need, with a decline to 44 points below standard that mirrors the schoolwide decline and warrants attention to ensure that LCFF Supplemental and Concentration funded actions are reaching the targeted population with sufficient intensity and fidelity. Schoolwide, the 17.8 point decline indicates that the academic challenges are not isolated to specific subgroups but reflect systemic instructional and structural issues requiring a coherent schoolwide response.

Issues Identified This Year: Engagement and access gaps were identified across the school. Lower engagement was observed among students with reading challenges, particularly in content-heavy subjects, coupled with limited availability of culturally responsive texts and inconsistent use of scaffolds to support comprehension across disciplines. Support gaps for Students with Disabilities were also evident, including gaps in providing specialized support within inclusive classroom settings, limited coordination between general education and specialized staff, and variability in implementing accommodations within Tier I instruction.

Data and instructional gaps emerged from the analysis. Although NWEA data shows growth, it is not consistently translating into improved outcomes on state assessments. Progress monitoring is not consistently implemented across classrooms, interventions are not consistently aligned to identified reading foundational skill deficits, and differences in instructional rigor were observed across classrooms. Language development gaps were a further concern, with limited structured opportunities for academic language development and inconsistent language support across settings.

Root Cause Analysis: Student factors contributing to the ELA performance decline include gaps in foundational reading skills such as decoding, fluency, and comprehension; chronic absenteeism and inconsistent school attendance; accumulated learning gaps and interrupted education associated with teacher turnover; limited use of data to adjust and inform instruction; weak or inconsistent literacy interventions; and limited mastery of academic vocabulary and language structures.

Instructional factors include inconsistent fidelity to the adopted ELA curriculum and limited student engagement with appropriate scaffolds. Systems factors include weak or inconsistent Tier I instruction, a weak or inconsistent Multi-Tiered System of Support, insufficient methods and practices for monitoring progress, inconsistent interventions for attendance challenges, intervention systems that operate more reactively than preventatively, ineffective collaboration between general education and special education staff, and the absence of a clearly defined multi-year improvement strategy with consistent implementation, monitoring, and refinement.

Teacher capacity factors include an instructional capacity gap, gaps in specialized training for serving English Learners and Students with Disabilities, teacher turnover that disrupts instructional continuity, the lack of a collaborative planning structure, and instances of implicit bias that can affect academic expectations and instructional approaches for specific student groups.

Resource Inequities: EBCA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and eight categories of resource inequities were identified:

Linguistic support inequities are evident given the high percentage of English Learners in the student population, who do not yet have fully aligned supports across core instruction, ELD, and intervention. Gaps remain in the alignment of designated and integrated ELD and in academic language development across content areas, and students struggle with comprehension-heavy CAASPP tasks because of language demands rather than reading ability alone. Tier I instructional resource gaps are reflected in the high percentage of students performing at minimal levels, indicating inconsistent access to grade-level rigorous ELA instruction and limited scaffolds to access complex text.

Intervention and early literacy gaps are reflected in the large percentage of students performing below standard, pointing to insufficient early identification systems for K-2 literacy and limited targeted intervention tied to specific reading deficits in phonics, fluency, and comprehension. As a result, students reach the upper grades significantly below grade level, making CAASPP proficiency increasingly difficult. Progress monitoring inequities are reflected in the disconnect between growth measures such as NWEA and CAASPP outcomes, indicating inconsistent progress monitoring across classrooms and limited alignment between assessment tools and standards. As a result, EBCA will implement i-Ready assessents in the 2026-27 school year, instead of NWEA MAP.

Curriculum and cultural relevance gaps are reflected in lower outcomes among the predominantly Hispanic student population, pointing to a potential lack of culturally relevant texts and representation in the curriculum that can reduce engagement on extended comprehension items. Special education and inclusion support gaps are reflected in likely inconsistencies in co-teaching models, push-in support, and differentiation within Tier I instruction, meaning that students with disabilities may not be accessing core ELA instruction effectively. Human capital and professional learning gaps point to the need for stronger teacher capacity in structured literacy, academic discourse, and scaffolding complex text, as instructional variability leads to inconsistent outcomes across classrooms. Finally, systems and leadership coherence gaps, reflected in the year-over-year decline, indicate the need for a coherent, multi-year literacy strategy rather than reactive, fragmented planning.

2026-27 Action Plan: This action plan builds on the strategic frameworks documented in EBCA's charter renewal petition while incorporating refinements based on 2025 Dashboard data. The actions are aligned to the 2026-27 LCAP, primarily within Goal 1, Action 3 and Goal 1, Action 5.

1. Tier I instructional practices will be strengthened through evidence-based differentiated instruction, high-quality core instruction with embedded linguistic support, gradual release of scaffolds across the instructional cycle, and systematic teaching of decoding, fluency, and comprehension. Student engagement strategies will include GLAD techniques, structured turn-and-talk protocols, Kagan cooperative learning structures, Socratic seminars in upper grades, whiteboard checks for understanding, and choral responses. Student ownership of learning will be developed through goal setting, self-reflection, and self-assessment routines.
2. Instructional capacity will be built through targeted professional development for literacy delivered prior to the start of the 2026-27 school year, sustained through Professional Learning Communities meeting weekly, ongoing feedback and coaching cycles, and training on multiple levels of student engagement.
3. The Multi-Tiered System of Support will be strengthened by creating and executing systems for academic, behavioral, social-emotional, and attendance support; consistently monitoring progress on a weekly to biweekly basis; conducting structured data analysis cycles to inform instruction; hiring a school psychologist; hiring a Literacy Intervention Coordinator; expanding the EL coordination function to oversee implementation and measure progress; and adding teacher assistants to support targeted small group instruction. Assessment will include i-Ready administered three times per year, DIBELS for foundational reading, and Ellevation assessments quarterly for English Learner progress monitoring.
4. Inclusionary practices for Students with Disabilities will be strengthened by providing scaffolds during grade level meetings, ensuring general education and special education teachers plan together regularly, and developing a co-teaching model between general education and special education teachers with clearly defined roles, shared planning time, and joint accountability for student outcomes.
5. Culturally responsive teaching practices for SED and EL students will be supported through ongoing professional development on trauma-informed practices and culturally responsive teaching approaches that affirm student identity and lived experience.
6. Family engagement will include Family Literacy Partnerships through quarterly literacy events, a monthly ELA tips newsletter for parents and guardians, parent and guardian workshops, home reading kits and book bags, parent leadership development opportunities, and continued engagement with community organizations.

Math Academic Indicator: 2025 CA School Dashboard

Edward B. Cole Academy (EBCA) demonstrated declining schoolwide and student group performance on the Mathematics Academic Indicator on the 2025 California School Dashboard. Schoolwide, all students performed at 46.2 points below standard with an Orange performance level, a 10.3 point decline from the 2024 result of 35.9 points below standard, which had been rated Yellow. This decline moved the schoolwide performance color from Yellow to Orange.

Among numerically significant student groups, the results were mixed. Students with Disabilities improved from 120.8 points below standard (Red) in 2024 to 115 points below standard (Orange) in 2025, a 5.8 point gain accompanied by a rise in performance color. English Learners declined 7.4 points to 58.6 points below standard (Orange), and Socioeconomically Disadvantaged students declined 10.8 points to 45.7 points below standard (Orange). Hispanic students received an Orange performance level.

The 2025 results reflect a meaningful contrast within the data. While schoolwide, English Learner, and Socioeconomically Disadvantaged results declined, the Students with Disabilities subgroup improved and rose from Red to Orange, reflecting the early impact of mathematics-specific intervention efforts for that group.

Data Analyzed: For the Reflections annual performance on the school's LCAP The analysis of the Mathematics focus area drew on multiple quantitative and qualitative data sources. Quantitative sources included the California School Dashboard for 2024 and 2025, CAASPP Smarter Balanced Mathematics results, NWEA MAP Growth assessments in mathematics administered three times annually, i-Ready diagnostic assessments, curriculum-based measurements used during intervention progress monitoring, and SBAC Interim Assessment Blocks. Qualitative sources included classroom observations and walkthroughs conducted by school leadership, teacher and parent input gathered during stakeholder engagement, professional learning community discussions and grade level data team meetings, IEP team meeting documentation for Students with Disabilities, and student work samples reviewed during data analysis cycles.

Educational Partners Engaged in the Analysis: Educational partners engaged in the analysis of the Mathematics focus area included the School Leadership Team, classroom teachers participating during professional development and grade level team meetings, parents and guardians, educational specialists supporting Students with Disabilities, and paraprofessionals engaged through the co-teaching model. The Principal led the synthesis of input from these partners and the alignment of identified needs to draft 2026-27 LCAP actions.

Strengths Identified, Including Demonstrated Growth: Although schoolwide mathematics performance declined from 2024 to 2025, the analysis surfaced several strengths. The most notable was the improvement of Students with Disabilities, who moved from 120.8 points below standard (Red) in 2024 to 115 points below standard (Orange) in 2025. This 5.8 point gain and accompanying rise in performance color occurred even as most other groups declined, indicating that the school's targeted mathematics intervention approach for this student group is producing measurable results.

Several instructional practices implemented during the 2024-25 school year remain in place and provide a foundation for continued growth. These include intentional Tier I instruction for mathematics across all grade levels, the use of visual models and manipulatives to build conceptual understanding, the 3-read strategy to support comprehension of word problems, structured math talk to develop mathematical reasoning, and targeted small group instruction aligned to identified skill needs.

Greatest Needs and Specific Student Groups

- While Students with Disabilities improved in mathematics, this student group remains the greatest area of need. Despite the 5.8 point gain, SWD performance remains at 115 points below standard, roughly 69 points below the schoolwide mathematics average of 46.2 points below standard. This is the largest internal achievement gap in mathematics and warrants continued, intensified intervention to sustain and accelerate the positive trajectory.
- English Learners represent a second priority. EL mathematics performance declined 7.4 points to 58.6 points below standard at the Orange level, indicating that the language demands embedded in mathematics, particularly multi-step word problems, continue to limit access to grade-level content.

Socioeconomically Disadvantaged students represent a third priority, with a 10.8 point decline to 45.7 points below standard that closely tracks the schoolwide decline.

Schoolwide, the 10.3 point decline and the drop from Yellow to Orange signal that mathematics challenges extend beyond individual student groups and reflect systemic instructional and structural issues requiring a coherent schoolwide response.

Issues Identified This Year

Engagement and access gaps were evident across the school. Lower engagement in mathematics was observed among students with limited foundational skills, compounded by uneven use of hands-on learning, manipulatives, visuals, and real-world application. Math talks in which students explain their thinking were not consistently incorporated, unfinished learning from earlier grades affected access to current content, and scaffolds were applied inconsistently across classrooms.

Support gaps for Students with Disabilities persisted. Specialized support for SWD in inclusive classroom settings was uneven, coordination between general education and special education staff varied by grade level and co-teaching pair, and IEP accommodations were not consistently delivered within Tier I mathematics instruction.

Data and instructional gaps also emerged. NWEA growth data did not consistently translate to improved CAASPP mathematics outcomes, progress monitoring was not consistently implemented across all classrooms, interventions were not always aligned to specific mathematics skill gaps, and differences in instructional rigor were observed across classrooms during walkthroughs and PLC discussions. Language development gaps were a further concern, as students struggled to interpret and solve multi-step word problems and received limited explicit instruction in mathematics vocabulary and language structures.

Root Cause Analysis

Student factors contributing to the mathematics decline include gaps in foundational skills such as number sense and fact fluency, chronic absenteeism that reached 24.6% schoolwide in 2025 (Red), language barriers affecting comprehension of word problems, limited background knowledge to anchor new concepts, and math anxiety or low self-confidence affecting engagement and persistence.

Instructional factors include an overemphasis on procedures rather than conceptual understanding, limited use of manipulatives and visual models in some classrooms, limited checks for understanding at the point of confusion, and ineffective differentiation to meet the needs of all learners.

Systems factors include weak or inconsistent Tier I mathematics instruction in some classrooms, an MTSS structure that operates more reactively than preventatively, insufficient methods and practices for ongoing progress monitoring, the absence of structured data cycles dedicated to mathematics, and inconsistent interventions for attendance challenges that reduce instructional time.

Teacher capacity factors include limited coaching and training specific to mathematics instruction, curriculum implementation gaps and inconsistent fidelity, inconsistent use of formative assessment to guide instruction, gaps in specialized training for serving English Learners and Students with Disabilities, teacher turnover that disrupts instructional continuity, the lack of a strong collaborative planning structure dedicated to mathematics, and instances of implicit bias that can affect academic expectations for specific student groups.

Resource Inequities: EBCA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified for mathematics parallel those identified for ELA, applied to mathematics instruction and the California mathematics content standards. Drawing on the Education Resource Equity Diagnostic framework, eight categories were identified.

- Linguistic support inequities are evident given that approximately 51% of EBCA's enrollment is classified as English Learners. Mathematics language supports, including vocabulary instruction and discourse structures, are not yet fully aligned across core instruction and intervention, and students struggle

with comprehension-heavy multi-step word problems where the demand is as much linguistic as mathematical. Tier I instructional resource gaps are reflected in inconsistent access to grade-level rigorous mathematics instruction and uneven use of manipulatives, visual models, and scaffolds to access complex tasks.

- Intervention and foundational skills gaps include insufficient early identification systems for number sense and fact fluency, interventions not consistently tied to specific skill deficits, and unfinished learning from earlier grades that accumulates and makes grade-level proficiency increasingly difficult. Progress monitoring inequities are reflected in the disconnect between NWEA growth and CAASPP outcomes, variation in progress monitoring practices across classrooms, and assessment tools that are not consistently aligned to standards measured on summative assessments.
- Curriculum and cultural relevance gaps include limited connection of mathematics content to students' lived experiences and real-world contexts, contributing to lower engagement on extended problem-solving tasks. Special education and inclusion support gaps include inconsistencies in co-teaching models, push-in support, and differentiation within Tier I instruction for SWD; while SWD improved in 2025, performance remaining 69 points below the schoolwide average underscores that inclusionary practices require continued strengthening. Human capital and professional learning gaps include variability in teacher capacity to deliver conceptually grounded instruction, facilitate math discourse, and scaffold complex problems, leading to inconsistent outcomes across classrooms. Systems and leadership coherence gaps are reflected in the schoolwide decline and drop from Yellow to Orange, indicating the need for a coherent, multi-year mathematics strategy rather than fragmented improvement efforts.

2026-27 Action Plan: The mathematics action plan builds on the strategic frameworks documented in EBCA's charter renewal petition and incorporates refinements based on 2025 Dashboard data. Actions are aligned to the 2026-27 LCAP, primarily within Goal 1, Action 3 and Goal 1, Action 5.

1. Tier I instructional practices will be strengthened through a systematic lesson structure (model, guided practice, partner practice, independent practice, and exit slip), improved direct instruction with think-alouds and step-by-step modeling, daily spiral review of foundational skills, math talks established as an instructional priority in which students explain their reasoning, and explicit instruction in mathematics vocabulary and language structures. Instructional capacity will be built through weekly mathematics-focused Professional Learning Communities, ongoing feedback and coaching cycles, and professional development on conceptual mathematics instruction delivered prior to the start of the school year.
2. The Multi-Tiered System of Support will be strengthened by expanding Tier II targeted small group instruction to 20 to 30 minutes daily, delivering structured intervention lessons aligned to specific skill gaps, progress monitoring biweekly and regrouping students based on data, adding teacher assistants to support small group instruction, and administering i-Ready three times per year for diagnostic and progress monitoring purposes.
3. Inclusionary practices for Students with Disabilities will be strengthened by providing scaffolds during grade level meetings, ensuring general education and special education teachers plan together regularly, developing a co-teaching model with clearly defined roles and shared accountability, and sustaining the math intervention specialist approach and concrete-representational-abstract instruction that contributed to SWD improvement in 2025. Culturally responsive teaching practices will connect mathematics to real-world examples using visuals, gestures, and models, provide language support through sentence stems and structured partner talk protocols, and create collaborative learning opportunities that build mathematical discourse.
4. Family partnerships will include quarterly numeracy events, a monthly math tips newsletter for parents and guardians, at-home practice ideas and math games, parent and guardian workshops, parent leadership development opportunities, and continued engagement with community organizations.

Science Academic Indicator: 2025 CA School Dashboard

On the 2025 California School Dashboard, Edward B. Cole Academy (EBCA) performed at 44 science points with an Orange performance level for all students on the Science Indicator. All numerically significant student groups also received an Orange performance level, with the exception of Students with Disabilities, for which a status was reported but no performance color was assigned. By student group, English Learners performed at 39.4 science points

(Orange), Socioeconomically Disadvantaged students at 43.9 science points (Orange), Hispanic students at 42.9 science points (Orange), and Students with Disabilities at 27.8 science points (no performance color).

In 2024, the Science Indicator results were reported at the status level only, without a performance color. The 2024 status results were 46.4 science points for all students, 43.5 for English Learners, 46.5 for Socioeconomically Disadvantaged students, and 46.4 for Hispanic students. Comparing the 2024 status figures with the 2025 results indicates a modest decline across the reported groups, with all students moving from 46.4 to 44 science points, English Learners from 43.5 to 39.4, Socioeconomically Disadvantaged students from 46.5 to 43.9, and Hispanic students from 46.4 to 42.9. The 2025 results carry an Orange performance level.

Data Analyzed: The analysis of the Science focus area drew on quantitative and qualitative data sources used at EBCA. Quantitative sources included the California School Dashboard Science Indicator results for 2024 and 2025, the California Science Test (CAST) administered to eligible grades through the CAASPP system, i-Ready diagnostic assessments, and student work samples evaluated against grade-level rubrics. Qualitative sources included classroom observations and walkthroughs conducted by school leadership, teacher and parent input gathered during stakeholder engagement, professional learning community discussions and grade level data team meetings, and review of science lesson plans and instructional artifacts. Because science achievement at the elementary level draws heavily on reading, writing, and mathematics skills, foundational performance data in those areas also informed the analysis.

Educational Partners Engaged in the Analysis: Educational partners engaged in the analysis of the Science focus area included the School Leadership Team, classroom teachers participating during professional development and grade level team meetings, and parents and guardians. The Principal led the synthesis of input from these partners and the alignment of identified needs to draft 2026-27 LCAP actions.

Strengths Identified, Including Demonstrated Growth: The analysis identified meaningful strengths in the school's approach to science even as overall results declined modestly from 2024 to 2025. At the end of the 2024 academic year and moving into the 2025 accountability system, the school took deliberate steps to strengthen science outcomes, including placing orders for digital and print science curriculum at the end of 2024 and conducting curriculum training in August 2024 ahead of the 2025 school year. These foundational investments position the science program for continued development.

Among student groups, English Learner and Socioeconomically Disadvantaged outcomes represent relative areas of strength within the school's science results. Both groups performed at the Orange level, with Socioeconomically Disadvantaged students at 43.9 science points, close to the schoolwide total of 44, indicating that the science program is reaching these two large student populations with reasonable consistency and providing a base to build upon for the 2026-27 school year.

Greatest Needs and Specific Student Groups: The greatest area of need on the Science Indicator is the Students with Disabilities subgroup, which performed at 27.8 science points in 2025 and recorded the lowest result among all student groups. This places SWD roughly 16 points below the schoolwide science points total of 44, the largest internal gap on the indicator and the clear priority for intervention. The continued challenge for this subgroup in science mirrors the pattern seen in the school's ELA and mathematics results, where Students with Disabilities also represent the most significant achievement gap.

Schoolwide, the Orange performance level and the modest decline across reported groups indicate that science achievement requires focused attention across all student groups, not only for the priority subgroup. Strengthening Tier I science instruction, expanding access to grade-level science content, and improving differentiation will be necessary to move the schoolwide result beyond the Orange level.

Issues Identified This Year: Engagement and access gaps were identified, with Students with Disabilities in particular having limited access to grade-level science content. Support gaps were also evident, as the science program needs more discipline-specific scaffolds, including supports for academic vocabulary, scientific models, inquiry-based learning, and hands-on investigation. The analysis further noted an imbalance in targeted support across subgroups, with some groups receiving less differentiated science instruction than their needs warrant.

Data and instructional gaps were a recurring theme. Science instruction may not be sufficiently differentiated to meet the range of learner needs in each classroom, and teachers would benefit from additional training in the Next Generation Science Standards (NGSS) to deliver three-dimensional, inquiry-based science instruction with consistency and fidelity.

Root Cause Analysis

Student factors contributing to the science results include gaps in foundational skills for reading, writing, and mathematics, which are necessary for accessing complex science texts, recording observations, and reasoning quantitatively, as well as lower overall engagement in science compared with other content areas.

Instructional factors include insufficient differentiation within Tier I instruction, inconsistent use of science-specific instructional strategies, inconsistent fidelity to the adopted science curriculum, and limited student engagement with appropriate scaffolds during science learning.

Systems factors include weak or inconsistent Tier I instruction in some classrooms, a Multi-Tiered System of Support that is not yet fully developed for science, insufficient methods and practices for monitoring progress in science, intervention systems that operate more reactively than preventatively, ineffective collaboration between general education and special education staff, and the absence of a clearly defined multi-year improvement strategy with consistent implementation, monitoring, and refinement. Inconsistent interventions for attendance challenges also reduce the instructional time available for science.

Teacher capacity factors include limited training in the science curriculum and in NGSS-aligned instruction, along with inconsistent use of data to inform science instruction.

Resource Inequities: EBCA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified resource inequities affecting science achievement parallel those identified in ELA and mathematics, applied to science instruction and the Next Generation Science Standards. Tier I instructional resource gaps are reflected in inconsistent access to grade-level rigorous science instruction and uneven availability of discipline-specific scaffolds, scientific models, and materials for hands-on, inquiry-based learning. Because elementary science is language-intensive, the linguistic support needs of the school's large English Learner population extend into science, where academic vocabulary and the language of scientific explanation present additional demands.

Special education and inclusion support gaps are evident in the limited access to grade-level science content for Students with Disabilities and the lowest science result among all subgroups, underscoring inconsistencies in differentiation and co-teaching support within science instruction. Human capital and professional learning gaps include variability in teacher capacity to deliver NGSS-aligned, three-dimensional science instruction, and progress monitoring inequities are reflected in the limited and inconsistent use of data to guide science instruction. Taken together, these gaps point to the need for a coherent, well-resourced science strategy rather than fragmented efforts.

2026-27 Action Plan: The science action plan aligns to the 2026-27 LCAP and builds on the curriculum and training investments made entering the 2025 accountability system.

1. Tier I instructional practices will be strengthened by defining and monitoring lesson plan non-negotiables for science, embedding structured talk in which students use evidence with reasoning, and designing lessons with multiple entry points so that all learners can access grade-level science content.
2. The Multi-Tiered System of Support will be developed for science by creating and executing systems for academic, behavioral, social-emotional, and attendance support, monitoring progress consistently on a weekly to biweekly basis, and using data analysis to inform instruction. Inclusionary practices for Students with Disabilities will be strengthened by providing scaffolds during grade level meetings, including sentence frames for explanations, graphic organizers for experiments and data, chunked instructions, and visual supports, and by ensuring general education and special education teachers plan together and develop a co-teaching model with shared accountability.

3. Culturally responsive teaching practices will connect science to students lived experiences and real-world issues, use collaborative learning structures, and provide differentiation for subgroups. Family partnerships will include science events for families, a monthly science tips newsletter for parents and guardians, parent and guardian workshops, home science experiments, parent leadership development opportunities, and continued engagement with community organizations.

Chronic Absenteeism Indicator: 2025 CA School Dashboard

On the 2025 California School Dashboard, Edward B. Cole Academy (EBCA) reported a schoolwide chronic absenteeism rate of 24.6% with a Red performance level. This represents an increase of 2.1 percentage points from the 2024 rate of 22.5%, which had been rated Yellow, and a corresponding decline in performance color from Yellow to Red. On the Chronic Absenteeism Indicator, a higher rate and a Red color reflect worsening performance, since the measure tracks the percentage of students who are chronically absent.

Among numerically significant student groups, results in 2025 were as follows. Socioeconomically Disadvantaged students had a chronic absenteeism rate of 25.6% (Red), the highest among the reported groups. English Learners had a rate of 25.1% (Orange), and Students with Disabilities had a rate of 22.6% (Orange). The All Students, Socioeconomically Disadvantaged, and Hispanic groups were identified at the Red level, while English Learners and Students with Disabilities were at the Orange level.

Comparing the 2025 results with 2024, the schoolwide rate rose from 22.5% (Yellow) to 24.6% (Red). The Socioeconomically Disadvantaged rate rose from 23.2% (Yellow) to 25.6% (Red), and the English Learner rate declined slightly from 26% (Yellow) to 25.1% (Orange). Notably, the Students with Disabilities rate improved from 27% (Orange) in 2024 to 22.6% (Orange) in 2025, a reduction of 4.4 percentage points, even as the schoolwide and Socioeconomically Disadvantaged rates worsened.

Data Analyzed: The analysis of the Chronic Absenteeism focus area drew on quantitative and qualitative data sources. Quantitative sources included the California School Dashboard Chronic Absenteeism Indicator results for 2024 and 2025, the school's longitudinal chronic absenteeism rates across multiple years (35.2% in 2022, 31.9% in 2023, and 22.5% in 2024), average daily attendance data, and the school's internal attendance tracker disaggregated by absence band and student group. Qualitative sources included input from the School Leadership Team, teacher observations of attendance patterns, parent and guardian communication, and review of attendance review team processes and family outreach practices.

Educational Partners Engaged in the Analysis: Educational partners engaged in the analysis of the Chronic Absenteeism focus area included the School Leadership Team, classroom teachers participating during professional development and grade level team meetings, and parents and guardians. The Principal led the synthesis of input from these partners and the alignment of identified needs to draft 2026-27 LCAP actions.

Strengths Identified, Including Demonstrated Growth: The analysis identified meaningful strengths despite the 2025 increase in the schoolwide rate. Over a multi-year period, the school achieved a substantial reduction in chronic absenteeism, declining from 35.2% in 2022 to 31.9% in 2023 and 22.5% in 2024. This longer trajectory demonstrates that the school has the capacity to move the rate significantly when attendance systems and family outreach are consistently applied.

Within the 2025 results, the Students with Disabilities subgroup improved by 4.4 percentage points, from 27% in 2024 to 22.6% in 2025, even as schoolwide and Socioeconomically Disadvantaged rates rose. This indicates that targeted attention to specific student groups can produce measurable improvement and provides a model that can be extended to other groups in 2026-27.

Greatest Needs and Specific Student Groups: The greatest area of need on the Chronic Absenteeism Indicator is the Socioeconomically Disadvantaged subgroup, which had the highest chronic absenteeism rate in 2025 at 25.6% and was rated Red. This group also experienced the largest year-over-year

increase, rising 2.4 percentage points from 23.2% in 2024. Because Socioeconomically Disadvantaged students make up a large share of EBCA's enrollment, this group drives much of the schoolwide rate and represents the clear priority for intervention.

Schoolwide, the increase to 24.6% and the move from Yellow to Red indicate that chronic absenteeism is a systemic challenge requiring a coherent, schoolwide response. English Learners, at 25.1%, also warrant focused attention given the rate's proximity to the schoolwide figure, even though the group improved slightly and remained at Orange.

Issues Identified This Year

Schoolwide practices contributed to the rise in chronic absenteeism. Communication with families about attendance expectations and the connection between attendance and learning was inconsistent, and attendance messaging was not consistently reinforced throughout the school. Attendance was at times perceived as an office responsibility rather than an instructional priority shared by all educators, and the promotion and reinforcement of attendance varied across classrooms, resulting in inconsistent attendance support.

Attendance systems also presented challenges. The attendance review team did not meet consistently, roles and responsibilities for attendance were not clearly defined, attendance tracking was inconsistent and infrequent, and coordination among all educators was limited. Together, these gaps reduced the school's ability to identify and respond to emerging attendance concerns before students reached the chronic threshold.

Root Cause Analysis

Family and home barriers contributed to chronic absenteeism, including transportation challenges, parent and guardian work schedules, morning routines, housing inconsistencies, and health factors such as frequent illnesses, chronic conditions, and mental health challenges.

Attendance mindsets among some families also played a role. There was limited awareness that missing two days a month constitutes chronic absenteeism, a perception that vacations and extended trips are acceptable reasons for absence, limited understanding that excused absences still count toward chronic absenteeism and affect learning, and a tendency not to prioritize attendance in the primary grades.

Student disengagement contributed as well, including a limited sense of connection to educators or the school, feelings of being unsuccessful or academically struggling, mental health challenges, and peer relationship difficulties such as bullying or the absence of friendships. Inconsistent school systems compounded these factors, with no early intervention until students reached the 10% threshold, inconsistent follow-up with families, and unclear or infrequent attendance messaging. Cultural and community factors, including the political climate related to immigration, extended trips, and communication barriers, also affected attendance.

Resource Inequities: EBCA conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and identified resource inequities affecting chronic absenteeism center on the systems and human capital needed to support consistent attendance. The school lacks a fully staffed and consistently functioning attendance review team, and roles and responsibilities for attendance monitoring and family outreach are not clearly assigned. Early intervention resources are limited, with the current approach waiting until students reach the chronic threshold rather than intervening at earlier absence bands.

Family engagement and communication resources are unevenly distributed, particularly for the Socioeconomically Disadvantaged and English Learner families who face the greatest barriers. Multilingual communication, transportation support, and health-related supports are not consistently available to the families who need them most. These inequities concentrate the burden of chronic absenteeism among the school's most underserved student groups and point to the need for a coordinated, well-resourced attendance strategy.

2026-27 Action Plan: The chronic absenteeism action plan aligns to the 2026-27 LCAP, primarily within Goal 1, Action 4. The plan centers on creating a strong attendance tracking system supported by an attendance team and a tracker that flags students at the 5%, 7%, and 10% absence bands, enabling early intervention before students reach the chronic threshold.

1. Tiered interventions will be implemented. Tier 1 universal supports will include a consistent teacher script, class incentives, monthly school incentives, a monthly attendance message to parents and guardians, and celebrations for improvement. Tier 2 supports, beginning at five absences, will include a personal phone call and identification of barriers to attendance. Tier 3 supports will include an attendance meeting, an attendance contract, and weekly follow-up. Schoolwide attendance expectations will be reinforced through visuals for the attendance goal, attendance celebrations at the morning round-up, marketing for schoolwide attendance, and consistent messaging that missing two days a month puts a child at academic risk.
2. A structured attendance plan will track attendance closely during the first 30 days, with a target of zero to two absences, and will monitor students in the near-chronic 7 to 9.9% band weekly to evaluate intervention progress and success across Tier 2 and Tier 3. A weekly attendance review meeting will examine average daily attendance patterns by day and by grade level, a monthly attendance review meeting will examine month-to-month average daily attendance trends, and a quarterly review will assess longer-term progress. The school will also establish an Independent Studies policy for students with extended travel patterns or extended medical absences.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: Edward B. Cole Academy (EBCA) will expend $410,473.83 of LREBG funds during the 2026-27 school year on the nine expenditures described below. The remaining balance will be expended during the 2027-28 school year in accordance with EC Section 32526.

Needs Assessment: EBCA's Comprehensive Needs Assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional well-being, and instructional capacity as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, schoolwide ELA performance declined 17.8 points to 44.1 points below standard (Orange), and schoolwide Mathematics performance declined 10.3 points to 46.2 points below standard, dropping from Yellow to Orange. Students with Disabilities (SWD) performance in ELA remained at 133 points below standard at the Red performance level, the school's most significant achievement gap, and SWD in Mathematics moved from Red to Orange while remaining 69 points below the schoolwide Mathematics average. English Learners declined 17.4 points in ELA to 60.4 points below standard (Orange), and Socioeconomically Disadvantaged students declined 15.3 points in ELA to 44 points below standard (Orange). The English Learner Progress Indicator improved from 40.7% making progress (Red) in 2024 to 43.8% making progress (Yellow) in 2025. Chronic absenteeism rose from 22.5% (Yellow) in 2024 to 24.6% (Red) in 2025, with Students with Disabilities at 22.6%, the highest rate of any student group, and Socioeconomically Disadvantaged students at 25.6% (Red). The Spring 2026 Panorama School Climate Survey identified School Safety, at 51% favorable, as the school's lowest climate dimension. The needs assessment identified instructional capacity, consistent intervention systems, mental health and counseling support, language acquisition support for English Learners, and continuity of instruction for medically fragile Students with Disabilities as primary root causes requiring sustained investment.

Expenditure 1: ESGI Assessment Platform

Position (LCAP Goal and Action): ESGI Assessment Platform (Goal 1, Action 1: Comprehensive Assessment System)

Amount of LREBG Funds: $3,900.00

Rationale: ESGI provides individualized, teacher-administered skill checks in Transitional Kindergarten and Kindergarten to monitor student progress in foundational pre-literacy and early numeracy skills, ensuring early learners develop the prerequisite skills needed for reading and mathematics success in subsequent grades. Pandemic-related disruptions and subsequent declines in foundational literacy outcomes at EBCA require precise, early diagnostic information at the TK and K levels to identify students for Tier 2 intervention before learning gaps accumulate into the upper elementary grades. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services for pupils, including diagnostic, literacy, and mathematics assessments.

Evidence Tier: Tier 4 (Demonstrates a Rationale). ESGI functions as a formative diagnostic tool that supports teachers' identification of student needs in early literacy and numeracy. Diagnostic assessment use is supported by a well-defined logic model based on rigorous research, with ongoing efforts to study its effectiveness in informing instruction.

Metric(s): Universal screening completion rates in TK and K; TK and K early literacy and numeracy benchmark performance; Tier 2 intervention identification rates.

Expenditure 2: DIBELS 8 Universal Screener

Position (LCAP Goal and Action): DIBELS 8 Universal Screener (Goal 1, Action 1: Comprehensive Assessment System)

Amount of LREBG Funds: $4,085.00

Rationale: DIBELS 8 serves as a universal screener administered three times per year and as an ongoing progress monitoring tool in grades K through 5. It assesses foundational literacy skills including phonemic awareness, decoding, and oral reading fluency to drive early identification of struggling readers and Tier 2 and Tier 3 intervention placement. Students receiving intervention through SIPPS and Heggerty are monitored with DIBELS probes at regular intervals to verify growth and determine exit readiness. Given the schoolwide decline in ELA on the 2025 Dashboard and the Red performance level for Students with Disabilities, DIBELS is essential to identifying foundational reading deficits and accelerating learning recovery. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for diagnostic literacy assessments and for accelerating progress to close learning gaps.

Evidence Tier: Tier 1 (Strong Evidence). DIBELS is one of the most extensively researched universal screening tools in early literacy. Studies meeting ESSA Tier 1 evidence standards demonstrate that DIBELS reliably identifies students at risk for reading difficulties and supports targeted intervention that produces measurable gains in oral reading fluency and reading comprehension.

Metric(s): DIBELS 8 universal screening data disaggregated by student group (administered Fall, Winter, Spring); DIBELS progress monitoring data for students in Tier 2 and Tier 3 reading interventions.

Expenditure 3: i-Ready Reading and Mathematics Diagnostic Assessments

Position (LCAP Goal and Action): i-Ready Reading and Mathematics Diagnostic Assessments (Goal 1, Action 2: Academic Supports to Address ELA and Math Achievement Gaps)

Amount of LREBG Funds: $14,500.00

Rationale: EBCA will transition from the NWEA MAP Growth assessment to i-Ready Reading and Mathematics diagnostic assessments for the 2026-27 school year, administered three times per year in grades K through 5. The transition was selected to better align the school's universal screener with the Smarter Balanced Assessment Consortium (SBAC) summative assessment in content, format, and reporting structure, strengthening the connection between formative diagnostic data and state assessment performance. The diagnostic results will inform instructional grouping, drive Multi-Tiered System of Supports tier placement, and identify students for Tier 2 and Tier 3 intervention. Given the schoolwide declines in ELA and Mathematics on the 2025 Dashboard, accurate, SBAC-aligned diagnostic data is essential to targeting learning recovery efforts with precision. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services including diagnostic literacy and mathematics assessments.

Evidence Tier: Tier 4 (Demonstrates a Rationale). i-Ready functions as a diagnostic and progress monitoring platform supported by a well-defined logic model linking diagnostic data to instructional grouping and intervention placement. The use of standards-aligned, computer-adaptive diagnostic assessments to inform tiered intervention is consistent with effective MTSS implementation practices documented in the broader research base.

Metric(s): i-Ready Reading and Mathematics diagnostic results administered Fall, Winter, and Spring; i-Ready Typical Growth measures disaggregated by student group; MTSS tier placement data.

Expenditure 4: Study Smart Tutors (After School, Intersession, and Summer School)

Position (LCAP Goal and Action): Study Smart Tutors High-Dosage Tutoring (Goal 1, Action 2: Academic Supports to Address ELA and Math Achievement Gaps)

Amount of LREBG Funds: $150,000.00

Rationale: EBCA will contract with Study Smart Tutors to deliver high-dosage tutoring after school, during intersession, and during summer school, providing extended learning opportunities for students requiring Tier 2 and Tier 3 academic intervention in English Language Arts and Mathematics. These programs ensure that students whose learning was most disrupted by the pandemic receive sustained academic intervention beyond the regular school day and school year. Student placement in tutoring is determined by i-Ready, DIBELS, and benchmark assessment performance, with priority given to Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for accelerating progress to close learning gaps through high-dosage tutoring, learning recovery programs, after-school, intersession, and summer school programs.

Evidence Tier: Tier 1 (Strong Evidence). High-dosage tutoring is among the most rigorously studied educational interventions, with multiple studies meeting ESSA Tier 1 evidence standards demonstrating significant, durable academic gains, particularly for students from low-income households, English Learners, and students performing below grade level. Extended learning time through structured after-school and summer programs delivered using curricula aligned to school-day instruction is consistently identified as a high-impact strategy for accelerating learning recovery.

Metric(s): Tutoring enrollment, attendance, and participation data, i-Ready and DIBELS growth data for participating students; CAASPP ELA and Mathematics Distance from Standard as reported on the California School Dashboard ELA and Mathematics Academic Indicator performance levels.

Expenditure 5: Teacher Assistants for In-School Intervention

Position (LCAP Goal and Action): Teacher Assistants (Goal 1, Action 2: Academic Supports to Address ELA and Math Achievement Gaps)

Amount of LREBG Funds: $142,356.10

Rationale: Teacher Assistants provide additional academic support and intervention during the school day, enabling the school to maintain a low student-to-adult ratio during the daily Tier 2 and Tier 3 intervention block. Teacher Assistants lead skill-based practice sessions for additional student cohorts while credentialed teachers provide direct, standards-aligned small-group instruction targeting specific skill deficits, allowing EBCA to serve more students simultaneously in differentiated, data-driven small groups. Teacher Assistants also support the delivery of accommodations and modifications for Students with Disabilities and reinforce language scaffolds for English Learners during both designated and integrated ELD. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches and for integrated support services for students with the highest needs.

Evidence Tier: Tier 2 (Moderate Evidence). Research meeting ESSA Tier 2 evidence standards demonstrates that small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces measurable academic gains for students performing below grade level. Push-in models that maintain student access to grade-level content while providing additional adult support are particularly effective for English Learners and Students with Disabilities.

Metric(s):; i-Ready and DIBELS growth disaggregated by EL, SWD, and SED; CAASPP ELA and Mathematics Distance from Standard for unduplicated students; California School Dashboard ELA and Mathematics Academic Indicator performance levels.

Expenditure 6: School Psychologist (Partial Funding)

Position (LCAP Goal and Action): School Psychologist, partial allocation (Goal 1, Action 3: Social-Emotional, Behavioral, and Mental Health Supports)

Amount of LREBG Funds: $1,006.23

Rationale: A portion of the school psychologist position is supported through LREBG funds, with the balance funded through LCFF Supplemental and Concentration and IDEA Special Education funds. The school psychologist provides individual and small-group mental health support, conducts psychoeducational assessments, supports the school's Tier 2 and Tier 3 behavioral and social-emotional intervention systems, and coordinates referrals to community mental health partners when student needs exceed school-based support capacity. The Spring 2026 Panorama School Climate Survey identified School Safety as the school's lowest-scoring climate dimension, and the Comprehensive Needs Assessment identified ongoing student social-emotional and mental health needs as a learning recovery priority requiring sustained investment. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). Research meeting ESSA Tier 2 evidence standards supports the effectiveness of school-based mental health services, including school psychologist support for tiered behavioral and social-emotional intervention, in reducing suspension rates, improving attendance, and strengthening student connectedness and sense of safety.

Metric(s): Suspension rate and California School Dashboard Suspension Rate Indicator; chronic absenteeism rate and Dashboard Chronic Absenteeism Indicator disaggregated by student group; Panorama School Climate Survey results for safety and connectedness; school psychologist service logs documenting individual, small-group, and consultative services.

Expenditure 7: Ellevation English Learner Platform

Position (LCAP Goal and Action): Ellevation English Learner Platform (Goal 1, Action 4: English Learner Program)

Amount of LREBG Funds: $14,300.00

Rationale: Ellevation supports EBCA's English Learner program by providing a centralized platform for tracking ELPAC results, monitoring English Learner progress toward proficiency, supporting designated and integrated English Language Development planning, and identifying students approaching reclassification eligibility. The 2025 California School Dashboard reflected an improvement in the English Learner Progress Indicator from 40.7% making progress (Red) in 2024 to 43.8% making progress (Yellow) in 2025, while the ELA Academic Indicator for English Learners declined to 60.4 points below standard at the Orange performance level. Restoring ELPI performance and accelerating progress toward reclassification are central learning recovery priorities for the 41% of EBCA's enrollment classified as English Learners. Ellevation enables teachers and administrators to disaggregate EL progress data, target intervention to students not making expected progress, and prepare students approaching reclassification eligibility. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for integrated support services for students with the highest needs and for additional academic services including diagnostic assessments.

Evidence Tier: Tier 4 (Demonstrates a Rationale). Ellevation functions as a data management and progress monitoring platform supported by a well-defined logic model linking centralized EL data to differentiated instruction and reclassification preparation. The use of structured EL progress monitoring systems to inform language acquisition support is consistent with effective ELD program implementation practices.

Metric(s): ELPAC Summative results by domain disaggregated by proficiency level; English Learner Progress Indicator (ELPI) performance level and percentage of ELs making progress; reclassification rates; English Learner CAASPP ELA Distance from Standard; California School Dashboard ELA Academic Indicator

performance level for the EL student group.

Expenditure 8: Additional Education Specialist for SWD Intervention and Temporary Independent Study

Position (LCAP Goal and Action): Additional Education Specialist (Goal 1, Action 5: Students with Disabilities)

Amount of LREBG Funds: $65,000.00

Rationale: EBCA will invest in an additional Education Specialist to address the dual challenges of academic achievement gaps and chronic absenteeism among Students with Disabilities. The 2025 California School Dashboard reflected continued Red performance for Students with Disabilities in ELA, with SWD performance at 133 points below standard, the school's largest achievement gap. SWD also recorded the highest chronic absenteeism rate of any student group at 22.6% in 2024-25, with a meaningful share of absences attributable to medical conditions and other documented health barriers. The additional Education Specialist will provide targeted Tier 2 and Tier 3 small-group instruction and intervention for Students with Disabilities, including dually identified English Learner students with disabilities, using evidence-based strategies aligned to IEP goals. The specialist will also coordinate Temporary Independent Study for SWD students whose absences are related to documented medical or health conditions, partnering with families to maintain access to grade-level standards and mandated IEP services during temporary absences. By ensuring continuity of instruction during medically related absences, this position addresses both the achievement gap and the chronic absenteeism gap simultaneously. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for integrated support services for students with the highest needs and for accelerating progress to close learning gaps through evidence-based interventions.

Evidence Tier: Tier 2 (Moderate Evidence). Research meeting ESSA Tier 2 evidence standards supports the effectiveness of intensive small-group intervention delivered by credentialed special educators using structured literacy, multisensory approaches, and the Concrete-Representational-Abstract instructional sequence for students with disabilities. Continuity of instruction through structured Independent Study during medically related absences is supported by a well-defined logic model linking sustained access to grade-level content with IEP goal progress and attendance recovery.

Metric(s): i-Ready growth data for SWD; CAASPP ELA and Mathematics Distance from Standard for SWD as reported on the California School Dashboard ELA and Mathematics Academic Indicator performance levels for SWD; and chronic absenteeism rate for SWD as reported on the Dashboard Chronic Absenteeism Indicator performance level.

Expenditure 9: Literacy Coach

Position (LCAP Goal and Action): Literacy Coach (Goal 2, Action 2)

Amount of LREBG Funds: $15,326.50

Rationale: The Literacy Coach provides ongoing professional development and instructional coaching for classroom teachers focused on evidence-based literacy practices, including structured literacy, foundational reading skills, comprehension instruction, and academic writing through the CREEW framework. The Comprehensive Needs Assessment identified instructional variability and inconsistent fidelity to evidence-based literacy strategies as primary root causes of the schoolwide ELA decline on the 2025 Dashboard, including the Red performance level for Students with Disabilities and the Orange performance level for English Learners. The Literacy Coach conducts regular classroom observations with targeted feedback cycles, models best practices, co-plans lessons, and uses observational and assessment data to drive coaching priorities. By building general education and special education teacher capacity to deliver high-quality, standards-aligned, differentiated literacy instruction, the position addresses the instructional capacity gap identified as a root cause of the ELA decline. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for professional development for teachers and administrators on evidence-based strategies to meet the needs of pupils.

Evidence Tier: Tier 1 (Strong Evidence). Large-scale studies meeting ESSA Tier 1 evidence standards demonstrate that instructional coaching programs incorporating classroom observation, feedback, modeling, and co-planning produce statistically significant improvements in teaching quality and student achievement, with the strongest effects observed when coaching is content-specific, sustained, and responsive to individual teacher needs.

Metric(s): CAASPP ELA Distance from Standard disaggregated by EL, SWD, and SED as reported on the California School Dashboard ELA Academic Indicator performance levels for all students and unduplicated student groups.

LCAP Alignment

All nine LREBG expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. ESGI and DIBELS are included under Goal 1, Action 1 (Comprehensive Assessment System). i-Ready, Study Smart Tutors, and Teacher Assistants are included under Goal 1, Action 2 (Academic Supports to Address ELA and Math Achievement Gaps). The partial school psychologist allocation is included under Goal 1, Action 3 (Social-Emotional, Behavioral, and Mental Health Supports). Ellevation is included under Goal 1, Action 4 (English Learner Program). The additional Education Specialist is included under Goal 1, Action 5 (Students with Disabilities). The Literacy Coach is included under Goal 2, Action 2. For each LREBG-funded expenditure, the LREBG portion represents a component of the total action expenditure, with remaining costs funded through LCFF base, supplemental, and concentration funds, Title I, Title II, Title III, IDEA Special Education, and other applicable funding sources as detailed in the LCAP.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process during the 2025-26 school year. The administrative leadership team identified continued investment in academic intervention, assessment systems, mental health and counseling services, English Learner support, special education intervention capacity, and instructional coaching as priorities. Teachers emphasized the need for strengthened interventions and small-group progress monitoring, co-teaching training, and consistent English Learner progress monitoring. Classified staff emphasized the need for additional in-class instructional support and consistent behavioral systems. Students, through the Student Council and the Spring 2026 Panorama Student Survey, identified school climate, safety, and peer dynamics as priorities. The Parent Advisory Committee emphasized the importance of academic intervention, family engagement, and continued investment in school operations. The combined English Learner Advisory Committee, District English Learner Advisory Committee, and English Learner Parent Advisory Committee emphasized the importance of sustained English Learner support and family communication. The SELPA Community Advisory Committee and the El Dorado County Charter SELPA recommended continued investment in professional learning and instructional capacity for educators serving Students with Disabilities, including dually identified EL/SWD students. The needs assessment and LREBG expenditure plan were reviewed through the PAC, ELAC, DELAC, and EL-PAC advisory processes, and the expenditures included in this plan reflect the priorities identified through these consultations.

2024 CA School Dashboard

The following table presents Edward B. Cole Academy's performance on the 2024 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Red	Yellow	Orange	N/A	Orange	Yellow
English Learners	Red	Yellow	Orange	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Yellow
Students with Disabilities	N/A	Orange	Blue	N/A	Red	Red
Black or African American	N/A	--	--	N/A	N/A	N/A
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic or Latino	N/A	Yellow	Orange	N/A	Orange	Yellow
White	N/A	--	--	N/A	--	--

On the 2024 California School Dashboard, Edward B. Cole Academy received Red performance levels for two student groups: the English Learner group on the English Learner Progress Indicator, and the Students with Disabilities group on both the English Language Arts and Mathematics Academic Indicators.

Reflections: Technical Assistance

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

Not applicable. Edward B. Cole Academy is not eligible for Technical Assistance.

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.

Not applicable. 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/Principal	**Dates**: Weekly in-person leadership meetings were held from August 2025 through June 2026. Mid-year update meetings were conducted during the 2025-26 school year to monitor progress toward LCAP goals. **Topics Discussed** Administration discussed school initiatives, goals, and action plans throughout the year and conducted the Comprehensive Needs Assessment, analyzing student data from the 2025 California School Dashboard, CAASPP, NWEA MAP, DIBELS, ELPAC, attendance, and Panorama School Climate Survey results to identify schoolwide and student group areas of strength and opportunities for growth. Budgetary considerations and resource allocation priorities for the upcoming school year were reviewed, including the alignment of LCFF Supplemental and Concentration, Title I, Title II, Title III, IDEA Special Education, and Learning Recovery Emergency Block Grant (LREBG) funds to the priorities identified through the needs assessment. The use of Title funds was a specific focus. Title I funds were discussed in connection with the school's plan to expand teacher assistants and small-group instructional support for unduplicated students, with the Title I needs assessment integrated into the broader Comprehensive Needs Assessment. Title II funds were discussed in connection with the school's professional learning system, including the Summer Institute, Wednesday early-release sessions, and instructional coaching cycles. Title III funds were discussed in connection with GLAD professional development and supports for English Learners. The unexpended LREBG funds were discussed in detail, including the plan to fully expend the remaining balance during the 2026-27 school year on the Literacy Intervention Coordinator position and related learning recovery supports tied directly to the academic needs identified through the needs assessment. Mid-year updates included progress monitoring on 2025-26 LCAP goals and evaluation of the effectiveness of implemented actions, along with analysis of Panorama Student, Staff, and Family Survey results to inform continuous improvement efforts for the 2026-27 LCAP. **Recommendations or Feedback Provided** Administration generated the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP: • Hire additional staff to support Students with Disabilities and general education, including a school psychologist and a Teacher on Special Assignment (TOSA) serving as the Literacy Intervention Coordinator.

Educational Partner(s)	Process for Engagement
	• Add part-time Teacher Assistants for the 2026-27 school year to expand small-group instructional capacity. • Implement Universal Design for Learning schoolwide to better serve all learners, particularly Students with Disabilities. • Adjust the master schedule to support consistent instructional time across all grade levels. • Establish dedicated schoolwide ELA and Mathematics blocks to ensure protected, focused time for core instruction. • Transition to i-Ready benchmark assessments to replace NWEA MAP assessments, and provide extensive training for staff to have a better understanding of analyzing and interpreting student results to inform instruction and lesson planning. • Renew the Ellevation platform to monitor English Learner progress and reclassification readiness. • Solidify staff roles and responsibilities to support schoolwide operations and the academic program, including improving systems and protocols and strengthening Tier I instruction across all classrooms.
Teachers	**Dates:** Administration met with teachers on a weekly basis throughout the 2025-26 school year. The following dates were dedicated specifically to the LCAP Mid-Year Update and the development of the Comprehensive Needs Assessment: October 10, 2025; December 19, 2025; January 14, 2026; and March 25, 2026. **Topics Discussed** Weekly meetings focused on monitoring the progress and effectiveness of the academic program, including GLAD professional development implementation, CAASPP results and next steps, NWEA Fall-to-Winter growth data and instructional responses, and LCAP budgetary considerations. The dedicated LCAP and Comprehensive Needs Assessment meetings centered on a deep analysis of school data to evaluate program effectiveness, measure progress toward LCAP goals, identify areas of strength, and determine opportunities for continuous improvement. Teachers reviewed disaggregated student data, contributed to root cause analysis, and provided input on the alignment of resources and actions to the priorities identified through the needs assessment. **Recommendations or Feedback Provided** Teachers provided the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP: • Offer Saturday school for attendance recuperation to support students with significant absences. • Strengthen interventions and improve small-group progress monitoring across the Multi-Tiered System of Supports. • Change benchmark assessments from NWEA MAP to i-Ready Reading and Math fo r2026-27 school year. • Provide co-teaching training to strengthen collaboration between Education Specialists and general education teachers.

Educational Partner(s)	Process for Engagement
	• Implement consistent English Learner progress monitoring tied to ELPAC domains and reclassification readiness. • Expand parent and guardian education to support literacy and numeracy practices at home. • Continue the designated English Language Development instructional structure.
Classified/Other Staff	**Dates:** Meetings with classified staff were held regularly throughout the 2025-26 school year. A dedicated classified staff survey was administered on May 1, 2026 to solicit input on the development of the 2026-27 LCAP. **Topics Discussed** Regular meetings provided opportunities for classified staff to contribute their perspectives on student needs, school climate, student engagement, and operational support, and to share updates and discuss school programs and initiatives related to LCAP goals. Topics included Multi-Tiered System of Supports implementation, school safety and supervision, behavioral support, family communication, and the alignment of after-school programming with the school day. The May 1, 2026 survey solicited input specifically on the development of the 2026-27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and Learning Recovery Emergency Block Grant (LREBG) funds. Classified staff feedback informed ongoing planning, progress monitoring, and decision-making to ensure alignment with LCAP priorities and the continuous improvement of services for all students. **Recommendations or Feedback Provided** Classified staff and other school personnel provided the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP: • Improve support and consistent response systems for student behaviors across school settings. • Develop staff leads for specific school operations areas to clarify roles and responsibilities and strengthen day-to-day systems. • Align the after-school program more closely with the school day program in expectations, language, and behavioral practices. • Increase student supervision staffing during recess and lunch to strengthen safety and reduce incidents. • Incorporate grade-level incentives during recess and lunch to reinforce positive behavior and engagement.
Students	**Dates:** Student Council members met regularly throughout the 2025-26 school year. A dedicated student survey was administered on May 1, 2026 to solicit input on the development of the 2026-27 LCAP. The Spring 2026 Panorama Student Survey was administered to students in grades 3 through 5, capturing 188 responses across seven climate topics. **Topics Discussed**

Educational Partner(s)	Process for Engagement
	Student Council meetings provided opportunities for students to share their perspectives on student engagement, safety, connectedness, and academic support through discussions, surveys, and leadership activities. Student input informed the evaluation of current programs and the development of actions aligned with LCAP goals. The Student Council played an important role in identifying student needs, promoting a positive school culture, and ensuring that student perspectives were considered in continuous improvement efforts and decision-making processes. The May 1, 2026 student survey solicited input specifically on the development of the 2026-27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and Learning Recovery Emergency Block Grant (LREBG) funds. The Panorama Student Survey results were also reviewed with students to discuss school climate findings, including identified strengths in teacher-student relationships and rigorous expectations and identified areas for growth in school safety and peer-to-peer dynamics. **Recommendations or Feedback Provided** Students provided the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP: • Develop a student-friendly bullying reporting system that ensures students can seek help easily and confidentially. • Improve restroom cleanliness through more frequent custodial monitoring and student stewardship efforts. • Improve the school nutrition program to offer healthier and more appealing meal options. • Host a Leadership Day Presentation to celebrate student leadership and Leader in Me growth. • Hold an i-Ready Celebration to recognize students' academic growth across testing windows. • Organize a CAASPP Testing Rally to build student motivation, confidence, and engagement leading into the spring assessment window. • Host a Principals' Day Parade to celebrate school leadership and community connection. • Implement a Big-Little Buddies program to strengthen cross-grade mentorship, belonging, and school connectedness.
Student Advisory Committee (SAC)	Edward B. Cole Academy serves grades TK-5, therefore is not required to develop a Student Advisory Committee. :
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	**Dates:** April 22, 2026. **Topics Discussed** EBCA participated in the SELPA Community Advisory Committee meeting, which provides a forum for parents and guardians of Students with Disabilities and other educational partners to discuss the academic, social-emotional, and behavioral needs of SWD students and to share input on the planning, implementation, and evaluation of special education programs and services. The meeting also addressed the needs of students who are dually identified as

Educational Partner(s)	Process for Engagement
	English Learners and Students with Disabilities and the professional learning resources available through the SELPA to support these students. **Recommendations or Feedback Provided** The SELPA Community Advisory Committee provided the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP, particularly those serving Students with Disabilities and dually identified English Learner students with disabilities: • Implement targeted training for staff serving Students with Disabilities who are dually identified as English Learners and SWD, ensuring that instructional and behavioral practices address both language acquisition and IEP-aligned goals. • Incorporate SELPA Lead resources into the school's planned staff professional development calendar to strengthen the specialized knowledge base of educators serving Students with Disabilities. • Utilize the SELPA's available professional learning opportunities as valuable resources for ongoing educator capacity-building in special education.
Parent Advisory Committee (PAC)	**Dates:** The Parent Advisory Committee (PAC) met on September 22, 2025; October 20, 2025; February 9, 2026; and April 13, 2026. A dedicated parent and guardian survey was administered on May 1, 2026 to solicit input on the development of the 2026-27 LCAP. **Topics Discussed** The Parent Advisory Committee engaged in the annual consultation process to provide feedback and recommendations for the development of the 2026-27 Local Control and Accountability Plan. Discussion topics included the importance of investing in initiatives that promote a positive school climate, improve academic achievement, and strengthen family engagement. The PAC reviewed schoolwide and student group data, including 2025 California School Dashboard results, attendance and behavior data, and Panorama climate survey findings, and provided input on the alignment of LCAP actions and resources to the priorities identified through the Comprehensive Needs Assessment. Parents shared that the school's annual planning calendar is a valuable communication tool that supports family involvement and long-term planning, and they offered guidance on facilities, family engagement, and school visibility priorities for 2026-27. The May 1, 2026 survey solicited input specifically on the development of the 2026-27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, and Learning Recovery Emergency Block Grant (LREBG) funds, with particular attention to the alignment of these funds to programs and services serving unduplicated students. **Recommendations or Feedback Provided** The Parent Advisory Committee provided the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP:

Educational Partner(s)	Process for Engagement
	• Submit and follow up on facilities repair requests, consistent with the Prop 39 process for addressing district-owned site needs. • Pursue playground upgrades, including the addition of shade structures to protect students during outdoor activities. • Host additional family events to strengthen school community and home-school connection. • Include the school mascot at family and community events to reinforce school spirit and student engagement. • Strengthen the school's social media presence to expand communication and visibility with families and the broader community. • Build additional student restrooms to better meet the needs of the student population.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	**Dates:** The combined ELAC, DELAC, and EL-PAC met on September 22, 2025; October 20, 2025; February 9, 2026; and April 13, 2026. Consultation with parents and guardians of English Learners also took place via the parent and guardian survey administered on May 1, 2026. **Topics Discussed** The committee met throughout the 2025-26 school year to review programs and services that support English Learners and to provide input on schoolwide goals and priorities for the 2026-27 LCAP. Committee members received updates on English Language Development instruction at EBCA, reviewed Summative ELPAC results, and analyzed English Learner progress toward English proficiency and reclassification rates. Discussions focused on identifying strengths, areas for growth, and strategies to increase language acquisition and academic achievement for English Learners, including review of the 2025 California School Dashboard English Learner Progress Indicator results, which improved from 40.7% making progress (Red) in 2024 to 43.8% making progress (Yellow) in 2025, and the ELA Academic Indicator for English Learners, which remained at the Orange performance level. The committee also discussed designated and integrated ELD implementation, GLAD strategies across content areas, and reclassification readiness preparation. ELAC, DELAC, and EL-PAC members provided feedback on parent engagement, student support services, and actions aligned with the LCAP, helping to ensure that the needs of English Learners and their families were considered in school planning and continuous improvement efforts. The May 1, 2026 survey solicited input on the development of the 2026-27 LCAP, including the use of LCFF Supplemental and Concentration, Title I, Title III, and Learning Recovery Emergency Block Grant (LREBG) funds, with particular attention to programs and services serving English Learners. **Recommendations or Feedback Provided** The combined ELAC, DELAC, and EL-PAC provided the following recommendations for the 2026-27 school year, which informed the actions included in the LCAP:

Educational Partner(s)	Process for Engagement
	• Offer English language classes for parents and guardians to build family capacity to support their children's English language development at home and to strengthen home-school communication. • Provide bilingual newsletters in English and Spanish to ensure that all families have consistent, accessible access to school communications and updates.
SELPA	**Dates:** Edward B. Cole Academy's Director of Special Education met with the El Dorado County Charter SELPA on a bi-monthly (every other month) basis throughout the 2025-26 school year. **Topics Discussed** Bi-monthly meetings with the El Dorado County Charter SELPA addressed student data, instructional planning, professional development, identified needs, and compliance requirements related to the provision of special education services to Students with Disabilities. During these meetings, the Director of Special Education consulted the SELPA on the school's planned actions for Students with Disabilities (Goal 1, Action 5) in the 2026-27 LCAP. The SELPA reviewed the proposed action and offered guidance on professional development priorities and compliance considerations relevant to the school's special education program. **Recommendations or Feedback Provided** The SELPA consultation on the school's SPED action yielded no additional feedback beyond what was already incorporated in the draft. The SELPA recommended that the school's paraprofessionals receive training in non-violent crisis intervention, which has already been completed during the 2025-26 school year. To further support Students with Disabilities in 2026-27, EBCA will provide all teachers with summer professional development on strategies to support Students with Disabilities, including understanding IEPs and Section 504 plans and providing appropriate accommodations and modifications based on each student's plan. These strategies and training are intended to further improve academic outcomes for Students with Disabilities and ensure an inclusive learning environment for all students.

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

The adopted 2026-27 LCAP reflects substantive influence from the educational partners EBCA engaged throughout the year, including the School Leadership Team, teachers, classified staff and other school personnel, students and Student Council, parents and guardians, the Parent Advisory Committee (PAC), the combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), the SELPA Community Advisory Committee, and the El Dorado County Charter SELPA. Educational partner feedback shaped the goal language, action design, professional learning priorities, and resource allocation decisions described below.

Goal 1: Multi-Tiered System of Supports

- **Action 1, Comprehensive Assessment System.** Administrator and teacher reflections on prior practice led the school to transition from the NWEA MAP Growth assessment to i-Ready Reading and Mathematics for 2026-27, with the change reflected in the universal screener component of this action and across the LCAP. The transition was selected to better align the school's universal screener with the Smarter Balanced Assessment Consortium (SBAC) and to provide staff with extensive training in data analysis and interpretation to inform instructional decision-making and identify students for tiered intervention.
- **Action 2, Academic Supports to Address ELA and Math Achievement Gaps.** Teacher recommendations to strengthen interventions and improve small-group progress monitoring, along with administrator recommendations to establish dedicated schoolwide ELA and Mathematics blocks, adjust the master schedule for consistent instructional time, and add part-time Teacher Assistants for small-group capacity, are reflected in the design of the daily intervention block, the Tier 2 and Tier 3 small-group structure, and the staffing model. The administrator recommendation to hire a Teacher on Special Assignment serving as the Literacy Intervention Coordinator is reflected in the school's investment in dedicated literacy intervention leadership. The teacher recommendation for Saturday school for attendance recuperation informed the school's planning for credit and instructional recovery opportunities for students with significant absences.
- **Action 3, Social-Emotional, Behavioral, and Mental Health Supports.** Student recommendations for a more accessible bullying reporting system and improved school nutrition, classified staff recommendations to improve consistent response systems for student behaviors, increase student supervision during recess and lunch, incorporate grade-level incentives during recess and lunch, and align the after-school program more closely with the school-day program in expectations and behavioral practices, all are reflected in the action's PBIS framework, the Cougar Store recognition system, the supervision structure, the restorative practices commitment, and the ELOP behavioral consistency design. The administrator recommendation to hire a school psychologist is reflected in the school's mental health and counseling structure.
- **Action 4, English Learner Program.** Teacher recommendations to implement consistent English Learner progress monitoring and continue the designated English Language Development instructional structure are reflected in the action's daily 30-minute designated ELD block, ELPAC domain-aligned instruction, and trimester practice assessments. The administrator recommendation to renew the Ellevation platform is reflected in the school's commitment to EL progress monitoring. ELAC, DELAC, and EL-PAC recommendations for English classes for parents and guardians and bilingual newsletters are reflected in the school's family engagement strategies under Goal 3, Action 3, with bilingual ParentSquare delivery and parent workshop offerings.
- **Action 5, Students with Disabilities.** Teacher recommendations for co-teaching training and stronger collaboration between Education Specialists and general education teachers are reflected in the action's co-teaching model, weekly team meetings, and co-teaching professional development sequence. The administrator recommendation to implement Universal Design for Learning schoolwide is reflected in the UDL component and the requirement to document UDL elements in lesson plans submitted through PlanBook. The SELPA Community Advisory Committee recommendations to implement targeted training for staff serving dually identified English Learner and SWD students, to incorporate SELPA Lead resources into staff professional development, and to utilize the SELPA's available professional learning opportunities are reflected in the action's professional development sequence and in the school's planned use of SELPA resources for ongoing educator capacity-building. The El Dorado County Charter SELPA recommendation that paraprofessionals receive non-violent crisis intervention training was implemented during the 2025-26 school year, and the SELPA consultation informed the school's plan to provide all teachers with summer professional development on understanding IEPs and Section 504 plans and providing appropriate accommodations and modifications. Reflections from the Comprehensive Needs Assessment, along with input from administration, also informed the addition of an Education Specialist to coordinate Temporary Independent Study and provide targeted Tier 2 and Tier 3 intervention for Students with Disabilities, with particular attention to students whose chronic absenteeism is related to documented medical conditions.

Goal 2: Professional Learning for Educators

- **Action 1, Highly-Qualified Educators and Leadership.** Administrator recommendations to solidify staff roles and responsibilities, improve systems and protocols, and strengthen Tier I instruction across all classrooms are reflected in the Summer Institute design, the weekly Wednesday early-release sessions, monthly whole-staff professional development days, and ongoing instructional coaching cycles led by the Principal and Assistant Principal.

Teacher recommendations for co-teaching training are reflected in the Summer Institute content blocks and in the dedicated co-teaching professional development sequence. SELPA Community Advisory Committee recommendations on SELPA Lead resources and professional learning opportunities, along with the El Dorado SELPA recommendation regarding summer professional development on IEPs and 504 plans, are reflected in the Summer Institute and ongoing professional learning sequence.

Goal 3: Culturally Responsive School Community

- **Action 1, Safe and Inclusive Learning Environment.** Student recommendations to hold a Leadership Day Presentation, an i-Ready or assessment growth celebration, a CAASPP Testing Rally, a Principals' Day Parade, and a Big-Little Buddies cross-grade mentorship program are reflected in the action's student recognition and schoolwide community-building components. Classified staff recommendations to increase supervision staffing during recess and lunch and incorporate grade-level incentives are reflected in the supervision and PBIS components of this action. Parent Advisory Committee recommendations to include the school mascot at events are reflected in the schoolwide event design.
- **Action 3, Parent and Family Engagement.** Teacher recommendations to expand parent and guardian education to support literacy and numeracy at home are reflected in the academic workshops and family learning nights, which include workshops on reading and literacy development, mathematics strategies aligned to the enVision curriculum, and interpreting i-Ready and report card data. Parent Advisory Committee recommendations to host more family events and strengthen the school's social media presence are reflected in the schoolwide community event calendar and the expanded communication structure. ELAC, DELAC, and EL-PAC recommendations for English classes for parents and guardians and bilingual newsletters are reflected in the parent empowerment workshop offerings and the bilingual ParentSquare and newsletter communication structure.
- **Action 4, Safe, Clean, and Well-Maintained Facilities.** Student recommendations to improve restroom cleanliness, along with Parent Advisory Committee recommendations to submit and follow up on facilities repair requests, pursue playground upgrades including the addition of shade structures, and build additional student restrooms, are reflected in the action's daily custodial services, facilities repair commitments, and ongoing engagement with the district on Proposition 39 facilities issues.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Continue to strengthen the schoolwide Multi-Tiered System of Supports (MTSS), aligned to the Four Pillars of Community Schools, utilizing multiple types of data (internal and Dashboard) and assessments (local and state) to identify and address the academic, social-emotional, behavioral, and mental health needs of our students. Through integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities, EBCA will inform instructional decision-making and improve academic outcomes for all students, including the English Learner (EL) and Students 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.

Edward B. Cole Academy developed this goal to address the central finding of its comprehensive needs assessment: that while the school has built a strong foundation, recent declines in academic performance, particularly for the English Learner and Students with Disabilities groups, require a more coherent and consistently implemented system of support. The 2025 California School Dashboard showed declines across the English Language Arts, Mathematics, and Science indicators, with Students with Disabilities remaining the school's most significant achievement gap and English Learners continuing to perform below grade-level expectations even as their progress toward English proficiency improved. A strengthened Multi-Tiered System of Supports (MTSS) is the school's primary structure for identifying these needs early and responding to them in a targeted, data-informed way.

Why MTSS Anchors the Goal: The school selected MTSS as the anchor of this goal because the needs assessment identified that the school's intervention systems have operated more reactively than preventatively, that progress monitoring has been inconsistent across classrooms, and that interventions have not always been aligned to the specific skill deficits revealed by data. By committing to use multiple types of data, both internal and Dashboard, and both local and state assessments, the school can move from isolated efforts toward a continuous cycle of assessment, analysis, and action that informs instructional decision-making and directs resources where they are most needed.

A Whole-Child Focus: The goal is intentionally framed around the whole child rather than academics alone, addressing academic, social-emotional, behavioral, and mental health needs together. This reflects what the school has learned through its work: that attendance, engagement, and well-being are inseparable from academic outcomes, and that students cannot reach grade-level standards if their broader needs go unmet.

Alignment to the Four Pillars of Community Schools: Aligning the goal to the Four Pillars of Community Schools, integrated student supports, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities, ensures that the school's commitment and

improvement strategy is comprehensive, equitable, and community-centered. Each pillar reinforces the others: integrated supports address barriers to learning, family and community engagement extends the school's capacity, collaborative leadership grounds decisions in shared professional judgment, and extended learning time provides students additional opportunities to reach grade-level standards.

A Unified, Schoolwide Approach: The school developed this goal to formalize a unified, schoolwide approach that all educators share rather than one carried by individual teachers or programs. By embedding MTSS, the Four Pillars, and a commitment to data-informed practice into a single goal, EBCA establishes a clear, multi-year direction for improvement that aligns its human, physical, and fiscal resources to the priorities identified by its educational partners and serves every student it educates, with particular focus on its English Learner and Students with Disabilities populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -26.3 EL -44.7 SED -23.7 SWD -86.3 Hispanic -23.1	2023-24 ELA CAASPP DFS All Students -26.3 EL -43.3 SED -28.7 SWD -121.8 Hispanic -27.7	2024-25 ELA CAASPP DFS All Students -44.1 EL -60.4 SED -44 SWD -133 Hispanic -46	2025-26 ELA CAASPP DFS All Students -34.1 EL -50.4 SED -35 SWD -115 Hispanic -36	All Students: -17.8 EL: -15.7 SED: -20.3 SWD: -46.7 Hispanic: -22.9
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -42.6 EL -51.1 SED -43.6 SWD -108.9 Hispanic -42.9	2023-24 Math CAASPP DFS All Students -35.9 EL -51.2 SED -34.9 SWD -120.8 Hispanic -36.9	2024-25 Math CAASPP DFS All Students -46.2 EL -58.6 SED -45.7 SWD -115.9 Hispanic -47.2	2025-26 Math CAASPP DFS All Students -36.2 EL -48.6 SED -35.7 SWD -100 Hispanic -37.2	All Students: -3.6 EL: -7.5 SED: -2.1 SWD: -7 Hispanic: -4.3
3	CA Science Test Source: CA School Dashboard	2022-23 CAST % met/exceeded All Students 19.7% SED 18.0% Hispanic 19.7% Source: CAASPP website	2023-24 CAST (Science Points) All Students 46.4 EL 43.5 SED 46.5 Hispanic 46.4	2024-25 CAST % met/exceeded All Students 18.8% SED 18.3% Hispanic 16.4%	2025-26 CAST (Science Points) All Students 48 EL 44 SED 48 Hispanic 47	All Students: -0.9% SED: +0.3% Hispanic: -3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2024-25 CAST (Science Points) All Students 44 EL 39.4 SED 43.9 Hispanic 42.9		
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	56.6% Source: 2023 Dashboard	2023-24: 40.7% Source: 2024 Dashboard	43.8% Source: 2025 Dashboard	2025-26: 46.9%	-12.8%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 17.05%	2023-24: 7.92%	2024-25: 11.3%	2025-26: 15%	-5.75%
6	Reclassification Rate Source: CALPADS	2022-23: 1.4%	2023-24: 2.1%	2024-25: 4.8%	2025-26:12%	-3.4%
7	Attendance Rate Source: CALPADS	2022-23: 95%	2023-24: 95%	2024-25: 93.2%	2025-26: 93.2%	-1.8%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 31.9% EL 34.3% SED 31.7% SWD 38.3% Hispanic 32.6%	2023-24: Chronic Absenteeism Rate All Students 22.5% EL 26.0% SED 23.2% SWD 27.0% Hispanic 22.8%	2024-25: Chronic Absenteeism Rate All Students 24.6% EL 25.1% SED 25.6% SWD 22.6% Hispanic 24.6%	2025-26 Chronic Absenteeism Rate All Students 18% EL 21% SED 19% SWD 22% Hispanic 18%	All Students: -7.3% EL: -9.2% SED: -6.1% SWD: -15.7% Hispanic: -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 0.2% EL 0.3% SED 0.2% SWD 0.0% Hispanic 0.2%	2023-24: Suspension Rate All Students 1.5% EL 2.3% SED 1.6% SWD 0.0% Hispanic 1.5%	2024-25: Suspension Rate All Students 0.0% EL 0.0% SED 0.0% SWD 0.0% Hispanic 0.0%	2025-26 Suspension Rate All Students 1% EL 0% SED 1% SWD 0% Hispanic 1%	All Students: -0.2% EL: -0.3% SED: -0.2% SWD: 0% Hispanic: -0.2%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26:	0%
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26:100%	0%

NOTE: Edward B. Cole Academy currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2025-26

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

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

Action 1: GLAD professional development continued to serve as a foundational strategy for building the instructional capacity of all classroom educators. Coaching cycles, classroom demonstrations, and collaborative planning sessions with the GLAD facilitator were implemented as planned, promoting effective, research-based instructional practices for English Learners.

All components of this action were implemented as outlined in the approved 2025–26 LCAP. There were no changes to the scope of services, student groups served, or resources utilized.

Challenges: Minor implementation challenges included staffing transitions and the need for increased instructional calibration in response to emerging English Learner outcome data. These challenges were addressed through adjusted coaching support, targeted professional learning, and enhanced instructional monitoring.

Successes: Through these investments, EBCA has strengthened the overall quality of its English Language Development (ELD) Program and enhanced instructional support for English Learners.

Action 2: This action was fully implemented. Classroom educators used DIBELS and ESGI to assess foundational literacy skills, monitor student progress over time, and identify instructional gaps to inform targeted instruction and intervention. In addition, NWEA assessments are administered three times during the academic year to enable teachers and administrators to monitor schoolwide, grade level and classroom-level progress and measure overall student achievement growth.

All assessment components were implemented as described in the approved 2025–26 LCAP. There were no changes to the scope of implementation, student groups served, or assessment tools utilized. Participation rates exceeded the 95% threshold across all assessment administrations.

To strengthen alignment with grade-level standards and state assessment expectations, Focused Interim Assessment Blocks (IABs) were also implemented for grades 3–5. Writing instruction was further reinforced through a structured CREEW writing approach, with each grade level implementing a specific focus on defending a claim.

Challenges: None.

Successes: Educators consistently leveraged assessment data to identify instructional gaps, adjust core classroom instruction, differentiate learning through flexible grouping, and form targeted intervention groups. The use of multiple measures increased clarity regarding student learning needs and strengthened data-informed instructional planning and progress monitoring across grade levels.

Action 3: This action was fully implemented. Edward B. Cole Academy (EBCA) provided an Instructional Assistant in every classroom to strengthen small-group instruction, deliver targeted interventions, and provide additional academic support aligned to student needs. EBCA also implemented supplemental, research-based programs including Lexia, Heggerty, ST Math, and Xtra Math to reinforce foundational literacy and numeracy skills.

To accelerate learning beyond the instructional day, EBCA offered after-school tutoring through Study Smart Tutors for identified students, using NWEA Fall results and Fall-to-Winter growth data to target support. EBCA also implemented the Empowered Scholars after-school program to extend learning time, provide additional opportunities for supplemental program usage, increase student engagement through enrichment, and support social-emotional

development in a structured and supportive environment. In addition, the Scholastic Book Fair promoted literacy development by increasing student access to high-interest books and supporting families in building home libraries.

There were no changes to the scope of implementation, student groups served, or resources utilized.

Challenges: The launch of the Study Smart Tutors after-school tutoring program was delayed due to staffing and scheduling constraints. No other implementation challenges were reported for the supplemental programs or extended learning supports.

Successes: EBCA strengthened instructional delivery by ensuring consistent in-class support in every classroom, enabling educators to provide more individualized attention and timely academic assistance. The integration of Lexia, Heggerty, ST Math, and Xtra Math reinforced core reading and mathematics skills and supported differentiated instruction. NWEA Fall-to-Winter data indicated academic growth in Mathematics (grades K–2) and ELA (grades K–5). Targeted tutoring through Study Smart Tutors further supported students in making gains between assessment periods. The Scholastic Book Fair increased access to reading materials and encouraged independent reading and family engagement at home. Collectively, the combination of classroom staffing, supplemental programs, and extended learning opportunities strengthened timely, needs-based intervention and contributed to improved academic progress and sustained student engagement.

Action 4: This action was fully implemented. Edward B. Cole Academy (EBCA) provided all students with access to a broad course of study beyond the core academic areas (ELA, mathematics, social studies, science, and physical education), including art and music during the instructional day. As planned, EBCA maintained a part-time Art Teacher and a full-time Music Teacher, and expanded enrichment opportunities through extracurricular band, cheer, and dance. These offerings supported student engagement, creative expression, and well-rounded development.

There were no substantive differences in implementation, scope of services, or budgeted expenses compared to the approved 2025–26 LCAP.

Challenges: None. Scheduling and staffing were effectively managed to ensure consistent access for all students.

Successes: Students had regular opportunities to develop and strengthen creativity, artistic skills, and self-expression through music, art, and dance. These experiences contributed to increased engagement in learning and enriched the overall student experience by supporting well-rounded development beyond core instruction.

Action 5: This action was fully implemented. The school counselor provides social-emotional, academic, and behavioral supports to help students navigate challenges and to strengthen Tier II and Tier III interventions. EBCA successfully hired and onboarded a counselor in September 2025, ensuring consistent delivery of targeted student supports and coordinated follow-up with families when additional interventions were needed.

To monitor school climate and inform continuous improvement, EBCA administers Panorama surveys at mid-year and end-of-year for grades 3–5. Survey results were used by school leadership to make data-informed decisions to support students, teachers, and staff, and the findings were incorporated into annual LCAP development.

EBCA also implemented the Leader in Me (LIM) character education curriculum as a foundational component of the school's academic and social-emotional program. LIM proactively reinforced positive behavior, leadership skills, and a growth mindset, contributing to a safe, respectful, and inclusive learning environment. To ensure fidelity of implementation, EBCA provided Franklin Covey professional development to support educators in effective LIM delivery.

There were no substantive differences in implementation, scope of services, or budgeted expenses compared to the approved 2025–26 LCAP.

Successes: The counselor serves as a critical Tier II and Tier III support, partnering with students and families to address identified social-emotional and behavioral needs. Panorama survey data strengthened the school's ability to evaluate the effectiveness of supports and inform ongoing planning. LIM remained integral to developing student leadership and character skills that contribute to success in elementary school and beyond.

Action 6: This action was fully implemented. EBCA hired special education educators to ensure compliance with special education requirements, provide required IEP services, and support effective case management. These staffing supports were implemented as planned to meet student needs and ensure continuity of services. Since the start of the academic year, additional students qualified for paraprofessional support based on IEP determinations, resulting in increased staffing to meet their needs.

A one-time consultant fee for the outgoing Special Education Director facilitated a smooth leadership transition. Universal Design for Learning (UDL) training is scheduled to take place in Spring 2026.

All components were implemented as described in the approved 2025–26 LCAP. There were no substantive differences in implementation, scope of services, or budgeted expenses.

Challenges: The Special Education Director resigned in November 2025. An interim Special Education Director supported the program for one month to ensure continuity of services and compliance, and a new Special Education Director was hired in December 2025. Despite this leadership transition, special education services were maintained without interruption.

Successes: All required IEP services have been delivered on schedule, and students qualifying for paraprofessional support are receiving consistent, targeted assistance. Case management and monitoring have improved, allowing the Special Education Director and team to proactively address student needs. Additionally, classroom educators are receiving increased guidance, which has strengthened instructional support. Students are demonstrating progress toward their IEP goals and greater engagement in learning. EBCA provides students with disabilities the resources and support to succeed academically, behaviorally, and socially.

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.

For Goal 1, there were no material differences identified between budgeted expenditures and estimated actual expenditures for the actions implemented during the 2025-26 school year. All actions were carried out as planned, and expenditures aligned with the amounts originally budgeted in the approved 2025-26 LCAP. As a result, no explanation of material differences is required for Goal 1.

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

Action 1: GLAD professional development was an effective action for building the instructional capacity of all classroom educators and strengthening services for English Learners. By engaging every classroom educator through coaching cycles, classroom demonstrations, and collaborative planning sessions with the GLAD facilitator, rather than one-time training, the action translated research-based strategies into consistent classroom practice and aligned educators in their approach to serving special populations. As a result, EBCA strengthened the overall quality of its English Language Development (ELD) program and enhanced instructional support for English Learners. The action's effectiveness was further demonstrated by its responsiveness to emerging English Learner outcome data, as the school adjusted coaching support, provided targeted professional learning, and enhanced instructional monitoring to address staffing transitions and the need for increased instructional calibration.

Action 2: This action was effective in strengthening data-informed instruction across all grade levels. Educators consistently used DIBELS, ESGI, and triannual NWEA assessments to assess foundational literacy skills, monitor schoolwide, grade-level, and classroom progress, and identify instructional gaps. They leveraged this data to adjust core instruction, differentiate learning through flexible grouping, and form targeted intervention groups, ensuring that students

received support matched to their demonstrated needs. The use of multiple measures increased clarity about student learning needs and strengthened instructional planning and progress monitoring throughout the year.

The action's effectiveness is reinforced by its full and faithful implementation. All assessment components were implemented as described in the approved 2025-26 LCAP, with no changes to the scope of implementation, the student groups served, or the assessment tools utilized, and participation rates exceeded the 95% threshold across all administrations. The school further strengthened alignment with grade-level standards and state assessment expectations by implementing Focused Interim Assessment Blocks for grades 3 through 5 and by reinforcing writing instruction through a structured CREEW approach in which each grade level focused on defending a claim. No challenges were encountered, and the school will continue this action to sustain its strong data-informed instructional culture.

Action 3: This action was effective in strengthening timely, needs-based intervention and supporting student academic progress. By placing an Instructional Assistant in every classroom, EBCA enabled educators to provide more individualized attention, deliver targeted interventions, and strengthen small-group instruction aligned to student needs. The integration of research-based supplemental programs, including Lexia, Heggerty, ST Math, and Xtra Math, reinforced foundational literacy and numeracy skills and supported differentiated instruction, while extended learning opportunities through the Empowered Scholars after-school program and Study Smart Tutors expanded learning time and targeted support to identified students using NWEA growth data. The Scholastic Book Fair further promoted literacy by increasing student access to books and encouraging family engagement at home.

The effectiveness of this action is supported by evidence of student growth. NWEA Fall-to-Winter data indicated academic growth in Mathematics for grades K through 2 and in ELA for grades K through 5, and targeted tutoring helped students make gains between assessment periods. The action was fully implemented with no changes to scope, student groups served, or resources utilized. The only challenge was a delay in launching the Study Smart Tutors after-school tutoring program due to staffing and scheduling constraints, which the school can address through earlier planning in the coming year. Overall, the combination of in-class support, supplemental programs, and extended learning opportunities ensured that students received timely interventions aligned to their individual needs, contributing to improved academic progress and sustained engagement.

Action 4: This action was effective in providing all students with a broad, well-rounded course of study beyond the core academic areas. EBCA maintained a part-time Art Teacher and a full-time Music Teacher and offered art and music during the instructional day, while expanding enrichment through extracurricular band, cheer, and dance. As a result, students had regular opportunities to develop creativity, artistic skills, and self-expression, which contributed to increased engagement in learning and enriched the overall student experience by supporting development beyond core instruction.

The effectiveness of this action is reinforced by its full and consistent implementation. There were no substantive differences in implementation, scope of services, or budgeted expenses compared to the approved 2025-26 LCAP, and scheduling and staffing were effectively managed to ensure consistent access for all students. No challenges were encountered. By nurturing creativity and expression through music, art, and dance, this action supported student engagement and whole-child development, and the school will continue these offerings to sustain a well-rounded educational program.

Action 5: This action was effective in strengthening the school's social-emotional, behavioral, and academic support systems. EBCA successfully hired and onboarded a school counselor in September 2025, ensuring consistent delivery of targeted student supports and coordinated follow-up with families. The counselor serves as a critical Tier II and Tier III support, partnering with students and families to address identified social-emotional and behavioral needs, which strengthened the school's multi-tiered system of support and ensured that students requiring additional intervention received timely, individualized assistance.

The effectiveness of this action is reinforced by the school's use of data and its investment in fidelity. EBCA administered Panorama surveys at mid-year and end-of-year for grades 3 through 5, and school leadership used the results to make data-informed decisions supporting students, teachers, and staff and to inform annual LCAP development. The Leader in Me character education curriculum remained integral to the school's academic and social-emotional

program, proactively reinforcing positive behavior, leadership skills, and a growth mindset and contributing to a safe, respectful, and inclusive learning environment. Franklin Covey professional development supported educators in delivering the program with fidelity. The action was fully implemented with no substantive differences in implementation, scope of services, or budgeted expenses, and the school will continue these supports to sustain a positive climate and meet the whole-child needs of its students.

Action 6: This action was effective in ensuring compliant, consistent, and high-quality services for students with disabilities. EBCA hired special education educators to provide required IEP services and support effective case management, and increased paraprofessional staffing during the year as additional students qualified for support based on IEP determinations. As a result, all required IEP services were delivered on schedule, students qualifying for paraprofessional support received consistent, targeted assistance, and case management and monitoring improved, allowing the special education team to proactively address student needs. Classroom educators also received increased guidance, which strengthened instructional support, and students demonstrated progress toward their IEP goals and greater engagement in learning.

The effectiveness of this action is further demonstrated by the school's ability to maintain uninterrupted services through a leadership transition. When the Special Education Director resigned in November 2025, an interim director supported the program for one month to ensure continuity and compliance, and a new Special Education Director was hired in December 2025, with a one-time consultant fee for the outgoing director facilitating a smooth transition. Despite this change, special education services were maintained without interruption. All components were implemented as described in the approved 2025-26 LCAP, with no substantive differences in implementation, scope of services, or budgeted expenses, and Universal Design for Learning training is scheduled for Spring 2026 to further strengthen instruction. Overall, the action ensured that students with disabilities received the resources and support needed to succeed academically, behaviorally, and socially.

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.

Edward B. Cole Academy made several meaningful changes to its LCAP for the 2026-27 school year that resulted directly from reflections on prior practice and from a school-level transition in leadership.

In the past year, EBCA experienced changes in leadership. Recognizing both the significance of this transition and the need for continuity, the new leadership engaged the school's educational partners throughout the year in the review of prior LCAP implementation and in the development of the 2026-27 LCAP. This sustained engagement ensured that the school's reflections were grounded in the perspectives of teachers, staff, parents, students, and community members rather than driven by leadership alone.

Through this collective reflection, the leadership and educational partners agreed that the LCAP should reflect EBCA's current shift toward a coherent Multi-Tiered System of Supports (MTSS) and toward the Four Pillars of the California Community Schools Framework. The revised LCAP goal was therefore aligned to MTSS and to the Community Schools Framework, in coherence with the school's mission and vision. This alignment positions the LCAP to further strengthen the academic, social, emotional, and behavioral supports available to students and to address achievement gaps across all student groups.

To ensure fidelity to this shift, the school revised both the LCAP goal language and the supporting actions while maintaining the metrics required by the California Department of Education. Holding the metrics constant preserves the school's ability to measure progress on consistent indicators across years, while the revised goal and actions reflect the more integrated, whole-child approach now anchoring the school's improvement strategy. One reporting refinement was incorporated within the metrics: results from the California Science Test will be reported as science points in alignment with the California State Board of Education's change to the Science Indicator beginning with the 2025 California School Dashboard. This adjustment ensures that EBCA's metric reflects the current state reporting methodology while preserving year-over-year comparability going forward.

EBCA continues to develop a one-year LCAP. In connection with this LCAP cycle, the school conducted a Comprehensive Needs Assessment that examined program effectiveness, the allocation of human, physical, and fiscal resources, the use of Title funds, and the use of Learning Recovery Emergency Block

Grant (LREBG) funds. The needs assessment was carried out through multiple sessions held throughout the year with the school's educational partners, ensuring that the priorities and actions in the 2026-27 LCAP are grounded in evidence and shaped by the voices of those most invested in the success of EBCA's students.

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	Comprehensive Assessment System	EBCA will implement a comprehensive assessment system spanning universal screeners, formative and curriculum-embedded assessments, interim benchmark measures, and state-mandated summative assessments. Data will be disaggregated by student group, grade level, and content area, and reviewed at weekly grade-level planning sessions, monthly data team meetings, and quarterly Professional Learning Community cycles to measure student progress, identify academic needs, and drive program modifications through the Multi-Tiered System of Supports. **UNIVERSAL SCREENERS** **i-Ready Reading and Mathematics** i-Ready Reading and i-Ready Mathematics will be administered three times per year in grades K through 5. These computer-adaptive diagnostic assessments will measure each student's instructional level and growth over time, informing instructional grouping and MTSS tier placement. The school's annual growth results will be reviewed to verify that students are achieving at least one year's academic growth per year in school, as required under California Education Code Section 47607.2. **DIBELS 8** DIBELS (LREBG funded $4,085) will serve as a universal screener administered three times per year and as an ongoing progress monitoring tool in grades K through 5. It will assess foundational literacy skills including phonemic awareness, decoding, and oral reading fluency to drive early identification of struggling readers and Tier 2 and Tier 3 intervention placement. Students in intervention through SIPPS and Heggerty will be monitored with DIBELS probes at regular intervals to verify growth and determine exit readiness. **ESGI**	$7,985	N

ESGI (LREBG funded $3,900) will be used in Transitional Kindergarten and Kindergarten to monitor individual student progress in foundational pre-literacy and early numeracy skills through customized, teacher-administered skill checks, ensuring early learners develop the prerequisite skills needed for reading and mathematics success in subsequent grades.

FORMATIVE AND CURRICULUM-EMBEDDED ASSESSMENTS

Wonders ELA Weekly Assessments

Weekly standards-aligned assessments embedded in the McGraw Hill Wonders ELA curriculum will be administered in grades K through 5. Students scoring below 70% on any unit assessment will receive differentiated reteach using an alternative instructional strategy before the class advances, and results will be reviewed at grade-level meetings to identify patterns and inform instructional adjustments.

enVision Mathematics Assessments

Weekly and unit assessments within the Pearson enVision Mathematics curriculum will measure conceptual mastery, procedural fluency, and problem-solving in grades K-5. Students scoring below 70% will receive targeted reteach using an alternative instructional approach, and results will inform small-group intervention groupings and pacing adjustments.

CREEW Writing Assessments

Student writing will be assessed using the CREEW framework with standards-aligned rubrics in grades K through 5. Writing samples will be reviewed quarterly during schoolwide moderation sessions, where grade-level teams will calibrate expectations and identify students needing additional support. Writing portfolios will be shared with families at student-led conferences.

INTERIM AND BENCHMARK ASSESSMENTS

SBAC Interim Assessment Blocks

Smarter Balanced Interim Assessment Blocks will be administered each trimester in grades 3-5 to monitor progress toward CAASPP proficiency in ELA and Mathematics. Results will be reviewed at data team meetings following each administration to adjust instructional pacing and intervention priorities prior to the spring CAASPP window.

Internal Benchmark Assessments

EBCA will administer internal benchmark assessments every eight to ten weeks across all grade levels and content areas, aligned to pacing guides and priority standards. Results will be analyzed at data team meetings to evaluate student response to intervention, determine whether instructional groups need

		reorganization, and identify any schoolwide patterns warranting a professional development response. **STATE-MANDATED ASSESSMENTS** EBCA will administer the following state-mandated assessments: • CAASPP: Grades 3-5 • ELPAC • Physical Fitness Test (PFT): Grade 5 **DATA USE AND INSTRUCTIONAL IMPACT** Assessment evidence will drive instructional decisions at every level. Weekly curriculum assessments will generate same-unit reteach cycles, while i-Ready and DIBELS results will reorganize instructional groups and assign intervention tiers three times per year. ELPAC domain scores will differentiate Designated ELD instruction and identify students approaching reclassification eligibility. For Students with Disabilities, assessment results will be reviewed monthly by the IEP team to confirm goal alignment and verify that interventions are producing measurable growth, with all assessments administered using accommodations and modifications as specified in each student's Individualized Education Program. I-Ready Typical Growth measures and CAASPP Distance from Standard scores will serve as the primary measures of program effectiveness, supplemented by CAST and ELPI results for the science and ELD programs respectively. Assessment results will be shared with families through trimester report cards, student-led conferences, and the annual SARC, with the Principal presenting schoolwide data at monthly parent meetings and to the Governing Board at each board meeting.		
2	Academic Supports to Address ELA & Math Achievement Gaps	EBCA will deliver academic supports throughout the instructional day through its Multi-Tiered System of Supports (MTSS), ensuring all students receive differentiated instruction and targeted intervention in English Language Arts and Mathematics. The school's daily schedule provides dedicated time for both whole-class instruction and small-group intervention, with the intervention block serving as the primary Tier 2 and Tier 3 delivery structure. **Phonics, Fluency, and Foundational Literacy** Daily systematic phonics instruction will be provided schoolwide through Heggerty Phonemic Awareness (TK–2) and the SIPPS Phonics Program (K–5), delivered during the dedicated SIPPS block. In grades 3-5, instruction will extend to advanced phonics patterns, morphology, and reading fluency to address persistent foundational deficits identified through DIBELS and i-Ready Reading	$1,695,517.57	Y

		data. Progress will be monitored on a trimester basis using DIBELS 8 universal screening, with instructional groupings adjusted accordingly. **Tier 2 and Tier 3 ELA and Math Intervention Block** During the daily intervention block, students will receive differentiated instruction organized by i-Ready and DIBELS data across small-group rotations. Teachers will provide direct, standards-aligned small-group instruction targeting specific skill deficits in phonemic awareness, fluency, vocabulary, comprehension, and mathematical reasoning. Instructional Aides will simultaneously lead skill-based practice sessions for additional student cohorts, maintaining a low student-to-adult ratio throughout the block. Students utilizing digital adaptive programs will access Lexia Core 5 for foundational reading and comprehension development and ST Math for visual, conceptual math problem-solving during their rotation. Students with Disabilities will receive intensified Tier 3 instruction in groups of two to four, co-delivered by the general education teacher and Education Specialist, with all instruction directly tied to individualized IEP goals in ELA and Mathematics. **Writing Instruction: CREEW Framework** The C.R.E.E.W. writing framework (Claim, Reason, Evidence, Elaboration, Warrant) will be implemented schoolwide with grade-level progressions, ranging from sentence writing in primary grades to multi-paragraph argumentative and expository compositions in grades three through five. Writing instruction will connect to the Wonders ELA curriculum with explicit grammar and mechanics instruction embedded throughout. Students with Disabilities will receive adapted supports including sentence frames, graphic organizers, and assistive technology tools aligned to their IEP writing goals, while English Learners will receive bilingual sentence frames and GLAD-integrated writing scaffolds. **Data-Driven MTSS and Progress Monitoring** Student progress will be continuously monitored through i-Ready assessments results (administered three times per year in grades K–5), DIBELS (ongoing literacy screening), SBAC Interim Assessment Blocks (grades 3–5), and weekly assessments embedded in the Wonders ELA and enVision Mathematics curricula. Assessment data will be disaggregated by student group, grade level, and content area and reviewed monthly during grade-level data team meetings. The MTSS framework includes clear entry and exit criteria for Tier 2 interventions, and a Student Success Team (SST) will be convened for any student who does not respond adequately to Tier 2 supports. **ACADEMIC SUPPORTS AFTER SCHOOL (ELOP)**		
		EBCA will redesign its Expanded Learning Opportunities Program (ELOP) to provide high-dosage, standards-aligned tutoring in English Language Arts,		

		Mathematics, and English Language Development after the instructional day. Student placement in the after-school program will be determined by i-Ready, DIBELS, and benchmark assessment performance to ensure appropriate groupings and intervention intensity. Students with Disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) students will be prioritized for ELOP and all available tutoring opportunities within the program. Tutoring will be delivered through a three-component model. Credentialed teachers will lead small-group ELA and Math intervention sessions using SIPPS, the CREEW writing framework, and enVision-aligned mathematics instruction. Trained Instructional Aides will simultaneously provide skill-based fluency, mathematics fact practice, and comprehension support for additional cohorts. Additionally, EBCA will contract with an external educational services provider to deliver high-dosage tutoring aligned to EBCA's pacing guides, with weekly progress data reported to the instructional leadership team. English Learners will also receive dedicated ELD tutoring sessions twice per week, focusing on ELPAC domain development and academic language application in ELA and Math contexts.		
3	Social-emotional, Behavioral, and Mental Health Supports	EBCA's social-emotional and behavioral support system is built on two integrated frameworks: the Leader in Me program, grounded in Covey's 7 Habits of Highly Effective People, and Positive Behavioral Interventions and Supports (PBIS). Together they establish a shared language, consistent expectations, and a proactive culture of leadership and responsibility that reduces the conditions leading to disciplinary incidents and chronic disengagement. **Leader in Me and PBIS** The 7 Habits will be embedded in the daily SEL instructional block, professional development, and parent empowerment sessions. The Lighthouse Team will conduct annual school visits and lead on-site professional development, and the annual Leader in Me Day will celebrate student leadership and character schoolwide. PBIS will be maintained through clear, consistent behavioral expectations across all settings, reinforced by the Cougar Store monthly recognition system. The administrative team will review schoolwide behavioral referral data monthly to identify trends and adjust Tier 2 and Tier 3 supports. **Restorative Practices** To ensure low suspension rates, EBCA will expand restorative practices as the primary alternative to exclusionary discipline. All staff will receive professional development in restorative circles, peer mediation, and community-building conversations. Restorative dialogue will be the default first response to behavioral concerns, with suspension reserved for situations where safety cannot otherwise be maintained. EBCA will continue to provide Students individualized behavioral support plans and consistent de-escalation strategies among SWD.	$966,694.73	Y

Zones of Regulation and Calming Corners

Every classroom will maintain a Calming Corner, a self-directed space equipped with sensory tools, emotion charts, and reflection prompts, where students can regulate and return to readiness without punitive consequence. The Zones of Regulation framework will be implemented schoolwide through daily check-in routines and classroom regulation toolkits. The school counselor will provide targeted small-group Zones programming for students requiring support beyond the universal classroom implementation.

Mental Health and Counseling

The school counselor will coordinate individual and small-group counseling, administer and analyze Panorama SEL surveys for students, parents, and staff, and facilitate referrals to community mental health partners including Hurtt Mobile Clinic. Panorama findings will be reviewed by the leadership team each semester to adjust programming and communicate progress to the Governing Board. All staff will receive professional development in trauma-informed instructional practices through the Summer Institute and ongoing Wednesday sessions.

REDUCING CHRONIC ABSENTEEISM

EBCA received a RED Performance Level for the Chronic Absenteeism Indicator for all students, and the following student groups: Socioeconomically Disadvantaged (SED), and Hispanic; and an Orange performance level for the English Learner (EL) and Students with Disabilities (SWD) student groups. Despite a 9.4% reduction in 2024, the largest year-over-year improvement among all comparison entities EBCA's 22.5% chronic absenteeism rate continues to exceed both SAUSD (16.9%) and state (18.6%) averages. The school's root cause analysis identifies health barriers, socioeconomic pressures, communication gaps, and reactive monitoring as the primary drivers. The 2026-27 goal is a schoolwide rate at or below 19.5%.

Early Warning and Preventive Outreach

An Attendance Liaison will monitor daily attendance data and initiate personal outreach through phone, ParentSquare, and home visits where appropriate after two or three consecutive absences, before chronic patterns become established. Each at-risk student will receive an individualized attendance success plan developed collaboratively with the family, teacher, and counselor. This proactive model replaces the reactive approach of intervening only after chronic absenteeism has already occurred.

Transportation and Health Barriers

EBCA will continue and expand its van transportation program to provide reliable access for students whose attendance is jeopardized by transportation challenges. Clear, bilingual return-to-school health protocols will be communicated to all families at the start of the year and reinforced throughout, reducing extended absences caused by uncertainty about illness thresholds. Community health partnerships, including Hurtt Mobile Clinic, will provide on-site screenings and connect families with resources that address the health-related root causes of absenteeism.

Family Partnership

Bilingual family liaisons will conduct culturally responsive outreach accommodating diverse work schedules and language preferences. Parent empowerment workshops will include a dedicated session on the relationship between attendance and academic achievement. Community resource fairs will connect families with essential services, food, health, housing, and financial assistance that address the socioeconomic barriers most directly linked to chronic absenteeism among EBCA's student population.

MAINTAINING LOW SUSPENSION RATES

EBCA's approach to maintaining low suspension rates is prevention-first: ensuring students feel safe and connected before behavioral escalation occurs. Daily SEL instruction, Calming Corners, Zones of Regulation, and proactive counselor engagement serve as upstream interventions that reduce incident frequency. Staff are trained to de-escalate and redirect before involving administration, making suspension a genuine last resort.

Tiered Behavioral Support

EBCA's MTSS framework extends to behavior. Tier 1 universal PBIS serves all students. Tier 2 targeted interventions social skills groups, check-in/check-out systems, and individual behavioral support plans serve students with recurring challenges. Tier 3 intensive support is provided for students whose needs persist despite Tier 2 intervention. The school counselor coordinates Tier 2 and Tier 3 supports in close partnership with classroom teachers, Education Specialists, and families, ensuring each plan is culturally responsive and regularly reviewed.

Culturally Responsive Discipline and ELOP Continuity

Professional development in cultural competency will ensure staff understand how cultural norms and lived experiences may shape student behavior and respond accordingly particularly for the school's predominantly Hispanic and socioeconomically disadvantaged population. ELOP staff will receive training in PBIS and restorative practices consistent with the school-day approach, ensuring behavioral expectations, language, and relationships remain continuous across the full extended school-day experience.

4	English Learner Program	English Learners represent 51.3% of EBCA's enrollment, making EL programming central to the school's mission. EBCA received a RED Performance level for the ELPI on the 2024 CA School Dashboard, and advanced to YELLOW Performance Level on the 2025 CA School Dashboard. Restoring ELPI performance and accelerating progress toward reclassification are the central priorities of this action. In accordance with California Education Code Section 306, EBCA will provide English Learners with a Structured English Immersion language acquisition program, with primary language support provided through bilingual instructional aides when appropriate. Within this model, EBCA will implement both Designated and Integrated English Language Development as required under the California ELD Standards. **Designated English Language Development** Designated ELD will be delivered daily in a dedicated 30-minute instructional block, with students grouped by ELPAC proficiency level across Emerging, Expanding, and Bridging stages, using the Wonders ELD component to develop all four language domains: listening, speaking, reading, and writing. Throughout the full instructional day, GLAD (Guided Language Acquisition Design) strategies will be embedded in every classroom and content area to maximize language development opportunities across all subject matter. Lexia Language will supplement Lexia Core 5 to provide additional digital support for language acquisition. Students approaching reclassification eligibility will receive targeted preparation aligned to ELPAC criteria, with practice assessments administered on a trimester basis. **Integrated English Language Development** Integrated ELD will be embedded in all content-area instruction throughout the school day. Every teacher will post explicit language objectives alongside content objectives and will use GLAD strategies, visual supports, sentence frames, and structured partner talk to develop English proficiency while making grade-level content accessible. **Supplemental Digital ELD Support** Lexia Language will provide individualized, adaptive digital ELD support alongside Lexia Core 5 for foundational reading and comprehension, extending language and literacy development during small-group intervention rotations and in the after-school ELOP program. **After-School ELD Support through ELOP** English Learners will be prioritized for ELOP enrollment. Credentialed teachers with EL authorization will deliver dedicated ELD tutoring twice per week within	$38,300	N

ELOP, focusing on academic language development across ELPAC domains and reclassification preparation for students approaching eligibility.

Reclassification and Post-Reclassification Monitoring

EBCA will reclassify English Learners to Fluent English Proficient status based on the Board-approved policy, requiring demonstrated ELPAC proficiency, ELA academic achievement, teacher evaluation, administrative review, and parent notification. Following reclassification, student performance will be monitored for a minimum of two years, with students demonstrating declining performance receiving additional instructional support.

STRATEGIES TO IMPROVE ENGLISH LEARNER ACADEMIC ACHIEVEMENT

GLAD Strategies Across All Classrooms

GLAD strategies will be embedded in every classroom and content area schoolwide, ensuring that language development opportunities are distributed throughout the instructional day and not confined to the designated ELD block.

ELPAC-Aligned Instruction and Practice

Teachers will align instruction to the four ELPAC domains and administer trimester practice assessments to monitor EL progress and identify domain-specific needs. Students with challenges in reading or writing will receive targeted small-group support during the intervention block.

Primary Language Support

Bilingual instructional aides will provide primary language support during content instruction, allowing students to build conceptual understanding before transitioning to English expression. Key content vocabulary and concepts will be reinforced in the home language where appropriate, with students demonstrating mastery through structured academic tasks.

Monitoring English Learner Progress

EBCA will monitor English Learner progress from the early grades to ensure adequate annual progress toward English proficiency. Students who do not demonstrate measurable progress on consecutive ELPAC assessments will be referred for an individualized language development review. Based on the findings, support measures may include a modified English Language Development (ELD) schedule, intensified small-group instruction, or a Student Success Team (SST) meeting to establish a targeted intervention plan.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

In 2026-27, all instructional staff will participate in a coordinated professional development sequence strengthening expertise in ELD pedagogy, sheltered

		content instruction, and culturally responsive teaching, beginning with the Summer Institute and continuing through Wednesday early-release sessions and monthly staff development days. **GLAD Training: Initial and Expanded** Teachers without initial GLAD training will receive a full GLAD cycle from a certified trainer. Experienced staff will participate in expanded modules on academic discourse, close reading for English Learners, and GLAD-integrated writing development. Coaching cycles and administrative walkthroughs will monitor implementation fidelity. **ELD Standards and ELPAC Domain Training** All staff will receive training on the California ELD Standards and each ELPAC domain, focusing on designing lessons that address content standards and language objectives simultaneously and on using ELPAC domain data to differentiate Designated ELD instruction. **SDAIE and Sheltered Instruction Coaching** Teachers will receive coaching in SDAIE strategies including visual supports, modified texts, graphic organizers, and explicit academic language instruction. Coaching cycles will include pre-observation conferences, classroom observations focused on evidence-based EL practice, and post-observation feedback. **Culturally Responsive Pedagogy and EL-Focused PLCs** Professional development will include an ongoing focus on Culturally Responsive Pedagogy, equipping teachers to draw on students' cultural backgrounds and home languages as assets and to build classrooms that affirm bilingualism. Grade-level PLCs will include a standing focus on EL progress, with teachers reviewing assessment data disaggregated by proficiency level, sharing effective ELD strategies, and developing plans for students not making expected progress. **FAMILY ENGAGEMENT AND ELAC** EBCA will maintain an active English Learner Advisory Committee that advises the Principal on EL programs, provides input on the LCAP, and supports family understanding of reclassification and ELPAC results. Parent workshops will be held at least three times per year in Spanish and English, covering ELPAC score interpretation, reclassification eligibility, and home strategies to support language development.		
5	Students with Disabilities	Students with Disabilities represent 11.8% of EBCA's enrollment and are served through Individualized Education Programs in partnership with the Los Angeles	$503,766.21	N

County Charter SELPA. The 2024 California School Dashboard reflects a significant decline in SWD academic performance, with ELA falling 35.5 points to Red and Math also declining to Red; and continued with a RED Performance Level for English Language Arts (ELA) on the 2025 CA School Dashboard. EBCA is committed to reversing this trend through strengthened co-teaching, intensified intervention, and a coordinated system of academic, behavioral, and attendance supports.

TARGETED ACADEMIC SUPPORTS TO IMPROVE SWD OUTCOMES

Co-Teaching and Least Restrictive Environment

EBCA's primary service delivery model places Education Specialists in general education classrooms as co-teachers, ensuring students with disabilities receive instruction alongside their peers in the least restrictive environment. Each grade level will designate one co-teacher as a Literacy Intervention Specialist and one as a Math Intervention Specialist to provide intensified Tier 3 small-group support during the daily intervention block. Co-teaching teams will meet weekly to review IEP goal progress, align instruction to individualized objectives, and adjust strategies based on assessment data.

Additional Education Specialist for Independent Study and Targeted Intervention Support

Based on the findings of the Comprehensive Needs Assessment, EBCA will invest in an additional Education Specialist (LREBG funded $65,000) to address the dual challenges of academic achievement gaps and chronic absenteeism among Students with Disabilities. The needs assessment identified that Students with Disabilities experienced the highest chronic absenteeism rate of any student group at 22.6% in 2024-25, with a meaningful portion of these absences attributable to medical reasons, ongoing health conditions, and other documented barriers. Because missed days directly reduce SWD access to mandated IEP services and progress toward annual goals, students who are chronically absent and also have an IEP require additional academic support through accommodations, modifications, and structured continuity of instruction during absences.

The additional Education Specialist will serve in two complementary capacities. During the instructional day, the specialist will provide targeted Tier 2 and Tier 3 small-group instruction and interventions for Students with Disabilities using evidence-based strategies, including structured literacy approaches, the Concrete-Representational-Abstract instructional sequence in mathematics, and IEP-aligned accommodations and modifications. As a credentialed Special Education teacher, the specialist ensures that Tier 2 and Tier 3 instruction for SWD is delivered by an appropriately credentialed educator, in alignment with each student's IEP.

		In addition, the specialist will coordinate Temporary Independent Study for Students with Disabilities whose absences are related to documented medical or health conditions. The specialist will partner with families to develop Independent Study agreements that maintain access to grade-level standards and IEP services during temporary absences, provide families with the materials, instructional guidance, and accommodations needed to sustain student learning at home, and serve as the consistent point of contact between the family, the IEP team, and the classroom teacher throughout the period of Independent Study. By ensuring continuity of instruction during medically related absences, this support prevents Students with Disabilities from falling behind in their studies and protects their progress toward IEP goals. **IEP Development, Implementation, and Progress Monitoring** All IEP goals will be specific, measurable, and aligned to grade-level standards. IEP teams will review data from i-Ready Reading/Math, DIBELS, and curriculum-based measurements at required intervals to monitor progress toward annual goals. When progress is insufficient, the team will convene promptly to adjust goals, modify services, or increase intervention intensity without waiting for the annual IEP review. **Structured Literacy and Math Intervention** Students with foundational literacy deficits will receive daily structured literacy intervention using SIPPS and Heggerty Phonemic Awareness in small groups, incorporating multisensory approaches for students with dyslexia and related reading disabilities. Lexia Core 5 will provide additional adaptive digital practice during intervention rotations, with DIBELS used regularly to monitor growth and determine exit readiness. Students with math deficits will receive targeted small-group intervention using the Concrete-Representational-Abstract instructional sequence, with ST Math providing supplemental visual problem-solving practice. IEP math goals will be reviewed monthly using curriculum-based measurements. **Universal Design for Learning** EBCA will implement Universal Design for Learning principles across all classrooms to proactively reduce barriers for students with disabilities. Instruction will offer multiple means of representation, engagement, and expression, with UDL elements embedded in lesson plans submitted through PlanBook and monitored through administrative review. **Accommodations, Modifications, and Assistive Technology** All students with IEPs and Section 504 plans will receive documented accommodations and modifications consistently across every subject and assessment. Assistive technology tools, including speech-to-text, visual dictionaries, and digital graphic organizers, will be integrated into daily instruction as specified in each student's IEP. All instructional staff will receive		

copies of applicable IEPs and 504 plans with guidance on consistent implementation.

After-School Academic Support through ELOP

Students with disabilities will receive priority ELOP enrollment, accessing structured ELA and Mathematics tutoring aligned to their IEP goals and grade-level standards. ELOP staff will be trained in PBIS, Zones of Regulation, and IEP accommodation implementation to ensure consistent support across the full school day.

REDUCING CHRONIC ABSENTEEISM AMONG STUDENTS WITH DISABILITIES: Students with disabilities reported a chronic absenteeism rate of 22.6% in 2024-25, the highest of any student group. Because missed days directly reduce students' access to mandated IEP services and progress toward annual goals, EBCA will implement the following targeted strategies.

Early Warning and IEP Team Coordination

The Attendance Liaison will monitor SWD attendance daily and initiate family outreach after two or three consecutive absences, coordinating with the Education Specialist and IEP team when patterns emerge. For students with recurring absences, attendance will become a standing IEP team agenda item, resulting in an individualized attendance support plan developed with the family. Health-related absences will be addressed by connecting families with nursing support and community health resources.

Barrier Removal, Transportation, and Belonging

EBCA will partner with families to identify and address the specific barriers contributing to SWD absenteeism, including transportation challenges, health conditions, and social-emotional factors. The school's van transportation program will be available to SWD families in need. IEP teams will consider whether program modifications or additional social-emotional supports could reduce attendance barriers. The school counselor will provide targeted check-in support for students whose absenteeism is connected to anxiety or school avoidance, and the Leader in Me, PBIS, Calming Corners, and Zones of Regulation frameworks will support belonging and inclusion for all students with disabilities.

MAINTAINING LOW SUSPENSION RATES FOR STUDENTS WITH DISABILITIES: EBCA sustained a 0.0% suspension rate for Students with Disabilities in both 2023 and 2024. This will be maintained in 2026-27 through individualized behavioral support plans, restorative practices as the default response to behavioral concerns, and proactive de-escalation by trained staff. Any behavioral concern involving a student with a disability will be reviewed by

the IEP team, with behavioral concerns addressed through modified or intensified support plans rather than exclusionary discipline.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

In 2026-27, all instructional staff will participate in a professional development sequence strengthening their capacity to serve students with disabilities. Training will begin during the Summer Institute and continue through Wednesday early-release sessions and monthly staff development days.

Universal Design for Learning and Co-Teaching

All teachers will receive UDL professional development focused on proactively embedding multiple means of representation, engagement, and expression into lesson design and documenting these elements in PlanBook. Co-teaching teams will receive training in effective co-teaching structures, including team teaching, station rotation, alternative teaching, and parallel teaching models, with emphasis on collaborative planning and differentiated support within the general education classroom.

Structured Literacy and Math Intervention

Literacy Intervention Specialists will receive training in multisensory structured literacy approaches for students with reading disabilities. Math Intervention Specialists will receive training in the Concrete-Representational-Abstract sequence and math learning disability response. All Education Specialists will participate in professional development on the evidence-based intervention programs EBCA implements.

IEP Development, IDEA Compliance, and Trauma-Informed Practices

Special education staff will receive professional development on writing measurable, standards-aligned IEP goals, conducting compliant IEP meetings, using data to drive adjustments, and coordinating with the SELPA. General education teachers will receive guidance on their roles in the IEP process and on implementing accommodations with fidelity. All staff will receive training in trauma-informed practices, de-escalation techniques, and behavioral support strategies relevant to students with disabilities, including how to implement behavior intervention plans and use Zones of Regulation and Calming Corner systems for students with social-emotional IEP goals.

FAMILY ENGAGEMENT

EBCA will engage families of students with disabilities as active partners through workshops on understanding IEP documents, participating in IEP meetings, and supporting goal development at home. IEP progress reports will be communicated in families' primary language whenever feasible, with interpreters provided at IEP meetings upon request. Families will have access to the school

		counselor for support navigating special education processes, and all families will be informed of their procedural safeguards under IDEA and Section 504.		
6	Broad Course of Study	EBCA's mission is to develop the whole child: academically, socially, emotionally, and creatively. In 2026-27, every student in grades TK through 5 will have access to a broad course of study that extends beyond English Language Arts, Mathematics, Science, Social Studies, and Physical Education to include music, visual arts, character education, technology, and college and career readiness programming. This breadth of educational experience is a defining feature of the EBCA model and a central reason families in Santa Ana's Federal Empowerment Zone choose the school. EBCA is committed to maintaining and strengthening these programs to ensure that socioeconomic background does not determine a student's access to a rich, well-rounded education. **VISUAL AND PERFORMING ARTS** **Music** EBCA will employ a full-time credentialed music teacher who will provide structured, sequential music instruction to all TK-5 students. Music instruction will be aligned to the California Visual and Performing Arts Content Standards and will develop students' skills in vocal music, rhythmic patterns, music theory, and performance. Students will participate in schoolwide performances, including the annual Winter Program and community celebrations, building public speaking confidence, ensemble collaboration, and cultural appreciation. Music instruction will be integrated with core academic content where appropriate, reinforcing mathematical patterns, language development, and historical and cultural understanding. **Visual Art** A part-time credentialed art teacher will provide visual arts instruction to all TK-5 students, aligned to the California VAPA Standards across the five strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections to other disciplines. Students will engage in drawing, painting, sculpture, mixed media, and design projects that develop fine motor skills, creative thinking, and cultural awareness. Art instruction will connect to core academic units and project-based learning themes, allowing students to communicate understanding through visual expression. Student artwork will be displayed throughout the school and showcased at community exhibitions. **Integration and Enrichment** Classroom teachers will integrate arts concepts into ELA, Science, and Social Studies instruction through interdisciplinary units that connect artistic expression	$82,410.54	N

		with academic content. Students will engage in drama, movement, and creative performance as part of project-based learning exhibitions and student-led conference presentations. Community partnerships, including the Wooden Floor dance program, will extend arts access beyond the school day for interested students.		

Goal

Goal #	Description	Type of Goal
2	Continue to implement comprehensive, coherently focused professional learning opportunities for all educators and support staff that strengthen the schoolwide Multi-Tiered System of Supports (MTSS) and advance the Four Pillars of Community Schools. Professional learning will incorporate evidence-based pedagogical strategies (differentiation, GLAD, and SEL) and vertical alignment, delivered through ongoing instructional coaching, to build teacher capacity, improve teacher retention, and improve student academic outcomes. Through collaborative leadership and practices, EBCA will use findings from multiple sources of data to identify the professional learning needs of educators, paraprofessionals, and the Leadership Team, ensuring that staff are equipped to deliver integrated student supports and meet the academic, social-emotional, and behavioral needs of all students.	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.

Edward B. Cole Academy developed this goal because the success of its schoolwide Multi-Tiered System of Supports (MTSS) and its Community Schools approach depends on the capacity of the adults who deliver them. The comprehensive needs assessment found that instructional quality and the use of evidence-based strategies varied across classrooms, and that this variability contributed to inconsistent student outcomes. A focused, coherent professional learning system is the means by which the school equips every educator and support staff member to implement its instructional model with consistency and fidelity.

Addressing Instructional Variability Identified in the Data: The needs assessment repeatedly identified instructional variability as a root cause of declining academic performance, including inconsistent fidelity to adopted curricula, uneven use of scaffolds, and differences in instructional rigor across classrooms. The school determined that these gaps are best addressed not through isolated trainings but through a sustained system of professional learning and ongoing instructional coaching. By grounding professional learning in differentiation, GLAD, and social-emotional learning strategies, and by reinforcing vertical alignment across grade levels, the school can close the gap between strong practice in some classrooms and consistent practice in all classrooms.

Using Data to Target Professional Learning: The school designed this goal to be data-informed, using findings from multiple sources to identify the specific professional learning needs of educators, paraprofessionals, and the Leadership Team. Rather than offering generic training, EBCA will direct professional learning toward the areas where data shows the greatest need, ensuring that staff development is purposeful and tied directly to improving outcomes for students, including the English Learner and Students with Disabilities groups.

Strengthening Teacher Capacity and Retention: The school recognized that teacher turnover has disrupted instructional continuity and contributed to accumulated learning gaps for students. By investing in meaningful, coherent professional learning and ongoing coaching, EBCA aims to build teacher capacity while also strengthening teacher retention. A workforce that feels supported, develops professionally, and experiences success with students is more likely to remain at the school, which in turn protects the continuity and coherence that students need to grow academically.

Alignment to MTSS and the California Community Schools Framework: The school aligned this goal to its MTSS framework and to the California Community Schools Framework, particularly the pillar of collaborative leadership and practices. Professional learning is the engine that builds staff capacity to deliver

integrated student supports and to meet the academic, social-emotional, and behavioral needs of all students. By embedding professional learning within these frameworks, EBCA ensures that adult learning is not separate from its improvement strategy but is the foundation that makes the entire strategy possible.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 94.1%	2022-23: 85.7%	2023-24: 100%	2024-25: 100%	+5.9%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 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	2024-25 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	2025-26: ELA:5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 3 PE: 4 VAPA: 4 World Language: NA	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA:+1 ELD:+1 Math:+1 Social Science:+1 Science:+1 CTE: N/A Health:+3 PE: 0 VAPA: +1 World Language: NA

Goal Analysis for 2025-26

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

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

Action 1: The principal and teaching positions have remained fully staffed, ensuring continuity of instruction. All teachers are appropriately credentialed with EL Authorizations and assigned. When needed, Scoot Education has been utilized to backfill positions (substitute teachers) with credentialed teachers and to maintain required staffing ratios for TK classes.

All components were implemented as described in the approved 2025–26 LCAP. There were no substantive differences in implementation, scope of services, or budgeted expenses.

Challenges: None.

Successes: The principal continues to oversee the academic program and school operations, while credentialed teachers provide consistent instruction across all classrooms. The use of Scoot Education ensured instructional continuity by providing credentialed substitutes when needed, minimizing disruptions to student learning. Together, these staffing supports contribute to a stable learning environment that promotes academic progress and student engagement.

Action 2: This action was fully implemented as planned. EBCA's Assistant Principal provides ongoing behavioral support and guidance related to state mandated assessments, strengthening staff capacity to meet student needs.

Literacy Specialists deliver targeted reading interventions and coach teachers in evidence-based reading practices. New teachers are supported in clearing their credentials through EBCA's partnership with SAUSD. In addition, professional learning initiatives including Leader in Me, the Danielson Framework, and support from EBCA consultants strengthen leadership practices and improve the quality and consistency of classroom instruction.

Challenges: None.

Successes: The Assistant Principal and Literacy Specialists provided consistent guidance and expertise that strengthened staff capacity, improved instructional quality, and supported student outcomes. Credential-clearing support increased teacher effectiveness and retention. Ongoing professional development for administrators and staff promoted continuous improvement in leadership and instructional practice, resulting in stronger educator capacity across EBCA.

Action 3: EBCA invested in both digital and print curriculum across all core subjects, along with supplemental programs: IXL and Renaissance, for targeted intervention and assessment. The school also purchased classroom furniture and materials to create effective learning environments. IT services provide ongoing guidance to ensure students and educators can use technology effectively to support instruction and learning.

Challenges: None

Successes: These investments equip both educators and students with the tools, resources, and technology necessary for high-quality instruction. The combination of comprehensive curriculum, supplemental programs, updated classroom materials, and reliable technology support has strengthened the school's capacity to meet diverse student learning needs.

Action 4: EBCA provides a Chromebook for each student, ensuring consistent access to digital curriculum and enhancing instruction through technology. Additionally, parent and guardian education classes build families' capacity to support their children's learning at home.

Challenges: None

Successes: The 1:1 Chromebook program gives students reliable access to curriculum and supplemental programs both at school and at home. Parent and guardian classes strengthen the home-to-school connection, fostering greater family engagement in student learning.

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

For Goal 2, material differences between budgeted expenditures and estimated actual expenditures were identified in two actions.

- For Action 3, estimated actual expenditures exceeded the budgeted amount due to an unanticipated increase in the cost of core curriculum and supplemental instructional materials. The school proceeded with the purchase to ensure that students and educators had access to up-to-date, standards-aligned materials necessary for high-quality instruction.
- For Action 4, estimated actual expenditures exceeded the budgeted amount because the cost of IT technical support was higher than originally projected. Continued IT support was essential to maintain the 1:1 device program, support the use of digital curriculum and supplemental programs, and ensure that students and educators could use technology effectively throughout the instructional day.

All other actions under this goal were implemented within their approved budgets, with no material differences identified.

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

Action 1: This action was effective in maintaining instructional continuity and strengthening instructional capacity across the school. The principal and all teaching positions remained fully staffed, and all teachers were appropriately credentialed with EL Authorizations and assigned, with credentialing rates remaining at 100 percent. When needed, EBCA used Scoot Education to backfill positions with credentialed substitute teachers and to maintain required staffing ratios for TK classes, ensuring that students experienced consistent, high-quality instruction in every classroom.

The effectiveness of this action is reinforced by the stability it produced. The principal continued to oversee the academic program and school operations, credentialed teachers provided consistent instruction across all classrooms, and the use of credentialed substitutes minimized disruptions to student learning. Access to standards-aligned materials was maintained and the implementation of academic standards remained consistent across subject areas. All components were implemented as described in the approved 2025-26 LCAP, with no substantive differences in implementation, scope of services, or budgeted expenses, and no challenges were encountered. Together, these staffing supports contributed to a stable learning environment that promotes academic progress and student engagement.

Action 2: This action was effective in building educator capacity across EBCA. The Assistant Principal provided ongoing behavioral support and guidance related to state-mandated assessments, strengthening staff capacity to meet student needs, while Literacy Specialists delivered targeted reading interventions and coached teachers in evidence-based reading practices. New teachers were supported in clearing their credentials through EBCA's partnership with SAUSD, and professional learning initiatives including Leader in Me, the Danielson Framework, and support from EBCA consultants strengthened leadership practices and improved the quality and consistency of classroom instruction.

The effectiveness of this action is reinforced by its consistent implementation and its impact on instruction and retention. The Assistant Principal and Literacy Specialists provided consistent guidance and expertise that strengthened staff capacity, improved instructional quality, and supported student outcomes, while credential-clearing support increased teacher effectiveness and retention. Ongoing professional development for administrators and staff promoted continuous improvement in leadership and instructional practice. The action was fully implemented as planned with no challenges, resulting in stronger educator capacity across the school, and EBCA will continue these supports to sustain instructional quality and staff growth.

Action 3: This action was effective in equipping both educators and students with the tools, resources, and technology necessary for high-quality instruction. EBCA invested in digital and print curriculum across all core subjects, along with the supplemental programs IXL and Renaissance for targeted intervention and assessment. The school also purchased classroom furniture and materials to create effective learning environments and provided ongoing IT services to ensure that students and educators could use technology effectively to support instruction and learning.

The effectiveness of this action is reinforced by its direct impact on instructional capacity. The combination of comprehensive curriculum, supplemental programs, updated classroom materials, and reliable technology support strengthened the school's ability to meet diverse student learning needs and ensured that educators could deliver instruction and students could access it consistently. No challenges were encountered. Overall, these investments provided the foundation of resources required for effective teaching and learning, and the school will sustain them to continue supporting student achievement.

Action 4: This action was effective in supporting both student learning and family engagement. EBCA provided a Chromebook for each student, ensuring consistent access to digital curriculum and enhancing instruction through technology, and offered parent and guardian education classes to build families' capacity to support their children's learning at home.

The effectiveness of this action is reinforced by its impact on access and connection. The 1:1 Chromebook program gave students reliable access to curriculum and supplemental programs both at school and at home, extending learning beyond the instructional day, while parent and guardian classes strengthened the home-to-school connection and fostered greater family engagement in student learning. No challenges were encountered. Together, these efforts supported student access to instruction and deepened family involvement, and the school will continue them to sustain engagement and learning.

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.

Edward B. Cole Academy revised LCAP Goal #2 which resulted directly from reflections on prior practice and from a school-level transition in leadership.

In the past year, EBCA experienced changes in leadership. Recognizing both the significance of this transition and the need for continuity, the new leadership engaged the school's educational partners throughout the year in the review of prior LCAP implementation and in the development of the 2026-27 LCAP. This sustained engagement ensured that the school's reflections were grounded in the perspectives of teachers, staff, parents, students, and community members rather than driven by leadership alone.

Through this collective reflection, the leadership and educational partners agreed that the LCAP should reflect EBCA's current shift toward a coherent Multi-Tiered System of Supports (MTSS) and toward the Four Pillars of the California Community Schools Framework. The revised LCAP goal was therefore aligned to MTSS and to the Community Schools Framework, in coherence with the school's mission and vision. This alignment positions the LCAP to further strengthen the academic, social, emotional, and behavioral supports available to students and to address achievement gaps across all student groups.

To ensure fidelity to this shift, the school revised both the LCAP goal language and the supporting actions while maintaining the metrics required by the California Department of Education. Holding the metrics constant preserves the school's ability to measure progress on consistent indicators across years, while the revised goal and actions reflect the more integrated, whole-child approach now anchoring the school's improvement strategy.

EBCA continues to develop a one-year LCAP. In connection with this LCAP cycle, the school conducted a Comprehensive Needs Assessment that examined program effectiveness, the allocation of human, physical, and fiscal resources, the use of Title funds, and the use of Learning Recovery Emergency Block Grant (LREBG) funds. The needs assessment was carried out through multiple sessions held throughout the year with the school's educational partners, ensuring that the priorities and actions in the 2026-27 LCAP are grounded in evidence and shaped by the voices of those most invested in the success of EBCA's students.

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	Highly-Qualified Educators & Leadership	EBCA will ensure that all students are taught by appropriately credentialed teachers assigned in accordance with their Commission on Teacher Credentialing (CTC) certificates, permits, and authorizations. The school will verify that every teacher holds the credential, permit, or other document required for their certificated assignment, including appropriate English Learner authorization for teachers serving English Learner students. Teacher credential status and assignment compliance will be monitored annually through the California Teacher Assignment Monitoring Outcome (TAMO) process as reported by the California Department of Education, with a school target of 100% appropriate assignment. EBCA will use local assignment options authorized in statute and by regulation, in the same manner as a governing board of a school district, to ensure all students have access to fully credentialed instruction. **PROFESSIONAL DEVELOPMENT** **Summer Institute** EBCA will conduct a six-day Summer Institute prior to the first day of school, mandatory for all instructional and support staff. The Summer Institute will prepare staff to implement EBCA's academic programs, instructional frameworks, and school culture with fidelity from the first day of instruction. Training will address curriculum implementation across ELA, Mathematics, Science, and Social Studies; data-driven instruction and assessment literacy; GLAD strategies and ELD pedagogy; Universal Design for Learning; Leader in Me and PBIS; trauma-informed practices; and operational procedures including attendance, safety protocols, and reporting requirements. Grade-level teams will use Summer Institute time for collaborative curriculum mapping, pacing guide development, and review of prior year assessment data to inform instructional priorities for 2026-27. **Professional Development During the Academic Year** Professional development will continue throughout the 2026-27 school year through weekly Wednesday early-release sessions dedicated to collaborative planning, data analysis, and targeted skill-building, and through monthly whole-staff professional development days focused on priority instructional and school improvement goals. Topics will be determined annually based on student assessment data, classroom observation findings, and staff feedback, and will	$1,967,132.73	Y

		include standards implementation, differentiated instruction, EL and SWD pedagogy, SEL integration, and culturally responsive teaching. The Principal and Assistant Principal will conduct regular instructional coaching cycles, including pre-observation conferences, classroom observations, and post-observation feedback sessions, to support teacher growth and monitor implementation of professional learning. Staff will also have access to external professional development through conferences, subject-specific workshops, and training offered by the Orange County Department of Education and the California Charter Schools Association. **INSTRUCTIONAL DAYS AND TIME** In 2026-27, EBCA will provide all students in grades TK -5 with 180 instructional days, exceeding the minimum number of school days required by Title 5 of the California Code of Regulations for charter schools.		
2	Professional Learning	EBCA's professional development program is comprehensive, ongoing, and grounded in student performance data and instructional observation findings. All professional learning is planned and led by the Principal and Assistant Principal and is aligned to the school's LCAP goals, the California Standards for the Teaching Profession, and the Danielson Framework for Teaching. Professional development topics are identified annually based on CAASPP, i-Ready, and ELPAC data; classroom walkthrough findings; and staff feedback, ensuring that learning is responsive to the specific needs of EBCA's students and instructional team. **LEADERSHIP DEVELOPMENT** The Principal and Assistant Principal will participate in ongoing professional development focused on instructional leadership, data-driven decision-making, and school improvement. Leadership development will include participation in California Charter Schools Association convenings, the Orange County Department of Education leadership network, and peer collaboration with other charter school leaders. The administrative team will receive training and coaching in the Danielson Framework for Teaching to support consistent, evidence-based instructional observation and feedback practices. Leadership professional development will also address LCAP development and compliance, special education administration, and EL program oversight. **PROFESSIONAL DEVELOPMENT FOR TEACHERS** **Summer Institute** Prior to the start of school, all teachers will participate in a six-day mandatory Summer Institute that establishes instructional priorities, builds team cohesion,	$158,337.25	N

and prepares staff to implement EBCA's academic programs with fidelity. The Summer Institute will address curriculum implementation across all content areas, data-driven instruction and assessment literacy, GLAD strategies and ELD pedagogy, Universal Design for Learning, Leader in Me and PBIS, trauma-informed practices, and grade-level collaborative planning using prior year assessment data.

Ongoing Professional Development During the Academic Year

Teachers will participate in weekly Wednesday early-release sessions and monthly whole-staff professional development days throughout the school year. Weekly sessions will be used for grade-level collaborative planning, data analysis, and curriculum alignment. Monthly sessions will focus on deeper skill development in priority areas, including standards implementation, differentiated instruction, EL and SWD pedagogy, social-emotional learning integration, and culturally responsive teaching. Topics are adjusted each year based on student data and school improvement needs. Teachers will also have access to external professional development through subject-specific conferences, workshops, and trainings offered by the Orange County Department of Education and the California Charter Schools Association.

Instructional Coaching

The Principal and Assistant Principal will conduct regular instructional coaching cycles for all teachers, including pre-observation conferences, classroom observations aligned to the Danielson Framework, and post-observation feedback sessions. Walkthrough data will inform schoolwide professional development planning and identify individual teachers who would benefit from additional coaching or support. Peer observation cycles will also be embedded into the professional development calendar, allowing teachers to learn from one another across grade levels.

PROFESSIONAL DEVELOPMENT FOR SUPPORT STAFF

Instructional Aides, campus supervisors, office staff, and other non-instructional support staff will participate in targeted professional development aligned to their roles. All support staff will receive training at the start of the school year in EBCA's mission and core values, PBIS behavioral expectations and schoolwide routines, Zones of Regulation and Calming Corner implementation, student confidentiality and privacy requirements, and mandatory reporting obligations. Instructional Aides who work directly with students during intervention blocks and after-school ELOP will receive additional training in small-group instructional support strategies, IEP accommodation implementation, and culturally responsive student engagement. Safety, emergency procedures, and compliance training will be provided to all staff annually.

		EVALUATING PROFESSIONAL DEVELOPMENT EFFECTIVENESS The effectiveness of professional development will be evaluated through teacher feedback surveys, classroom observation data, and student achievement outcomes reviewed at the end of each semester. The Principal will present a professional development effectiveness summary to the Governing Board annually, identifying areas of growth and adjusting the following year's professional development plan in response to evidence of impact on instructional practice and student learning.		
3	Standards-aligned Curriculum & Instructional Materials	EBCA will continue to provide all students with access to high-quality, standards-aligned instructional programs across all core content areas. Curriculum and instructional materials are adopted by the Governing Board, aligned to California State Standards, and implemented schoolwide through teacher-developed pacing guides reviewed and updated annually in collaboration with school administration. Every student, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, will have equitable access to grade-level curriculum and materials at no cost to families. **Curriculum Review and Continuous Improvement** EBCA will conduct an annual review of its instructional materials to verify alignment to current California State Standards frameworks and to assess student performance data by program.	$113,600	N
4	Technology Access & Integration for Students & Educators	EBCA will maintain a 1:1 Chromebook program providing every student with a personal device for use during the instructional day. Devices will be maintained, repaired, and replaced as needed to ensure consistent access for all students throughout the school year. No student will be without a functioning device due to damage or technical failure for an extended period. All students will have access to Google Workspace for Education for collaborative learning, digital writing, and research across content areas. Adaptive digital learning platforms will be integrated into daily instruction and intervention to personalize student learning and extend academic support. Lexia Core 5 will support foundational reading and comprehension development, Lexia Language will support English language acquisition for English Learners, and ST Math will reinforce mathematical conceptual understanding through visual problem-solving. These platforms will be used during small-group intervention rotations and, where appropriate, in the after-school ELOP program. Students with disabilities will have access to assistive technology tools specified in their IEPs, including speech-to-text applications, visual dictionaries, and digital graphic organizers.	$201,180	N

Digital literacy instruction will be woven throughout the curriculum, aligned to the ISTE Standards for Students. Students will develop skills in evaluating digital resources, using technology for inquiry and content creation, and engaging responsibly and ethically in online environments. Classroom teachers will leverage technology purposefully to deepen learning rather than as a substitute for rigorous instruction.

EDUCATOR TECHNOLOGY ACCESS AND TOOLS

Instructional Technology for Teachers

All classrooms will be equipped with projection and audio systems to support whole-group instruction and multimedia learning experiences. Teachers will use Google Workspace for Education to plan collaboratively, share instructional resources, and provide digital feedback on student work. Administrators will have real-time access to lesson plans through PlanBook and to student performance data through Aeries and the school's assessment reporting platforms, enabling timely instructional feedback and data-driven decision-making.

Administrative and Operational Technology

EBCA will maintain the Aeries Student Information System for enrollment, attendance tracking, grade reporting, and CALPADS data submission. The PikMyKid application will be used for safe and efficient student dismissal. ParentSquare will serve as the school's primary family communication platform, providing multilingual messaging and real-time updates to families. Reliable Wi-Fi and network infrastructure will be maintained throughout the campus to support all instructional and administrative technology functions.

Technology Professional Development

All instructional staff will receive professional development in effective technology integration across content areas, with training focused on using digital tools to support differentiation, formative assessment, and student engagement. New staff will receive onboarding training on EBCA's core platforms during the Summer Institute. Ongoing training in updated tools and best practices will be embedded in the Wednesday early-release professional development calendar throughout the year.

Annual Technology Review

EBCA will conduct an annual evaluation of its technology infrastructure, devices, software licenses, and instructional platforms to verify that resources remain current, functional, and aligned to instructional goals. Feedback from teachers, students, and families will inform decisions about hardware upgrades, software adoption, and training priorities for the following school year.

Goal

Goal #	Description	Type of Goal
3	Foster a comprehensive, culturally responsive school community, aligned to the California Community Schools Framework, that enhances student engagement and academic success. Through the pillars of family and community engagement and integrated student supports, EBCA will strengthen a positive school climate, build authentic partnerships with families as educational collaborators, and develop strategic community alliances that advance the school's mission to serve its diverse student population. Grounded in collaborative leadership and practices, these coordinated efforts will address barriers to learning, celebrate students' cultural assets, and create sustainable support systems that promote student achievement and well-being.	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.

Edward B. Cole Academy developed this goal in recognition that academic achievement cannot be separated from school climate, family engagement, and community connection. The comprehensive needs assessment showed that student engagement, attendance, and well-being are closely tied to academic outcomes, and that students who feel connected to their school and supported by their families are more likely to succeed. This goal reflects the school's understanding that a positive, culturally responsive community is a precondition for, not a complement to, strong academic results.

Responding to Family and Community Engagement Needs: The needs assessment identified inconsistent communication with families and uneven family engagement as recurring challenges, particularly for the Socioeconomically Disadvantaged and English Learner families who face the greatest barriers. The school developed this goal to move from inconsistent outreach toward authentic partnerships in which families are engaged as educational collaborators. By strengthening two-way communication, providing meaningful opportunities for involvement, and meeting families where they are, EBCA aims to build the trust and shared responsibility that support student achievement.

Honoring and Building on Cultural Assets: Serving a student population that is predominantly Hispanic and substantially multilingual, EBCA recognized through its analysis that culturally relevant materials and representation in the curriculum were not consistently available, which can reduce student engagement and connection to learning. This goal commits the school to a culturally responsive approach that treats students' languages, cultures, and lived experiences as assets to build upon rather than barriers to overcome, strengthening engagement and belonging across the school community.

Addressing Barriers to Learning Through Coordinated Support: The needs assessment found that many students face barriers to learning that originate outside the classroom, including health, housing, transportation, and social-emotional challenges. The school developed this goal to coordinate the integrated supports and community partnerships needed to address these barriers, ensuring that the academic, social, emotional, and behavioral needs of students are met through a connected system rather than isolated efforts. Strategic alliances with community-based organizations and local agencies extend the school's capacity to serve the whole child and create sustainable support systems for student well-being.

Alignment to the California Community Schools Framework: The school aligned this goal to the California Community Schools Framework, drawing on the pillars of family and community engagement, integrated student supports, and collaborative leadership and practices. These pillars provide the structure for the partnerships, supports, and shared decision-making that the goal describes. By grounding its climate, family, and community work in this framework,

EBCA ensures that its efforts are coherent, equitable, and sustainable, and that they reinforce the academic and professional learning goals at the center of its improvement strategy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 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.	2023-24: 9. 3 10. 3 11. 3 12. 3	2024-25 9. 3 10. 3 11. 3 12. 3	2025-26: 9. 4 10. 4 11. 4 12. 4	2026-27: 9. 4 10. 4 11. 5 12. 4	9. +1 10. +1 11. +1 12. +1
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation;	2023-24: 1. 3 2. 3 3. 3 4. 3	2024-25: 1. 3 2. 3 3. 3 4. 3	2025-26: 1. 4 2. 4 3. 4 4. 4	2026-27: 1. 4 2. 5 3. 4 4. 5	1. +1 2. +1 3. +1 4. +1

	5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 80% Sense of Safety 88% School connectedness	2024-25: 59% Sense of Safety 74% School connectedness	2025-26: 51% Sense of Safety 79% School Connectedness	2026-27: 60% Sense of Safety 80% School Connectedness	-29% Sense of Safety -9% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 89% Sense of Safety 82% School connectedness	2024-25: 82% Sense of Safety 79% School connectedness	2025-26: 86% Sense of Safety 87% School Connectedness	2026-27: 90% Sense of Safety 90% School Connectedness	-3% Sense of Safety +5% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 81% Sense of Safety 81% School connectedness	2024-25: 56% Sense of Safety 65% School connectedness	2025-26: 41% Sense of Safety 56% School Connectedness	2026-27: 50% Sense of Safety 60% School Connectedness	-40% Sense of Safety -25% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: EBCA has successfully maintained its transportation and security systems. Qualified drivers and regular vehicle maintenance ensure that approximately 90 students have reliable, safe transportation to and from school daily. Campus monitors and security cameras protect student safety and well-being throughout the school day. The Raptor application screens all visitors before they enter campus, and the Pikmykid app ensures students are dismissed safely to authorized parents, guardians, or emergency contacts.

Challenges: Minor logistical adjustments were required to coordinate transportation, supervision schedules, and visitor management systems; however, these did not delay implementation or reduce access to services.

Successes: These systems work together to provide a safe, secure, and reliable environment for students. Dependable transportation removes barriers to attendance, while clear security protocols from visitor screening to dismissal procedures, ensure student safety throughout the school day.

Action 2: EBCA provides all parents and guardians with opportunities to participate in advisory committees and contribute to school decision-making. These committees include:

- English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and EL Parent Advisory Committee (EL-PAC) per CA EC 52062(a)(2)
- Parent Advisory Committee (PAC) per CA EC 52062(a)(1)
- Parent Leadership Organization

Committees meet monthly to discuss budgetary considerations and progress toward school goals. Interpreter services are available at all meetings and upon request to ensure full participation.

Challenges: None

Successes: These committees effectively provide parents and guardians with meaningful opportunities to participate in decision-making. Through regular meetings, parent leaders stay informed about student achievement data and school goals while providing valuable feedback on school operations.

Action 3: This action was fully implemented as planned. EBCA's administrators (Principal and Assistant Principal) hosted Coffee with Admin sessions and monthly Town Halls (Q&A) to strengthen parent/guardian engagement and participation. Meeting topics included: Mathematics: Strategies for supporting learning at home; Grade-level and content-area expectations: ELA and Math skills students are expected to master; Attendance: The impact of attendance on student learning and achievement; and Social-emotional learning: Covey's *Leader in Me* framework.

To ensure equitable access to information, all school communications were provided in English and translated into Spanish based on primary language survey results and the "15% and above translation needs" threshold. Interpreter services were provided for all schoolwide and parent events, and upon request.

EBCA also hosted community-building events to celebrate student success, strengthen relationships, and provide family education. The school's student information system, Aeries, supported proactive, timely communication with families. In addition, the Community Engagement Director served as a liaison for parents/guardians, coordinating volunteers, supporting event planning, strengthening communication between families and staff, and creating ongoing opportunities for families to engage in school activities and support student learning.

Challenges: None.

Successes: These efforts strengthened a more connected and engaged school community. Consistent, multilingual communication improved family responsiveness and participation. The Community Engagement Director further reinforced collaboration between home and school, contributing to a positive school environment and increased academic, social-emotional, and behavioral support for students both at home and on campus.

Action 4: The annual Facility Inspection Tool (FIT) was completed on December 5, 2025, as planned. The inspection covered all instructional spaces, restrooms, office areas, the kitchen, and the playground. Results were documented and reported through the SARC and LCAP as required. The overall FIT rating was 100% (Exemplary score), with no substantive differences from the planned implementation.

Challenges: The primary challenge involves the playground artificial turf, which requires repair. Because Edward B. Cole Academy operates on a district-owned site under Prop 39, corrective action depends on the district's repair timeline and funding availability. A work order has been submitted, and the district is currently assessing the issue.

Successes: The school has maintained full compliance with state facility standards, as demonstrated by the Exemplary FIT rating. All instructional and operational spaces remain safe and functional for students and staff. Identified facility issues have been documented and formally submitted to the district for review and action in accordance with Prop 39 requirements.

While this action has been effective in maintaining safety and cleanliness standards, the school's ability to make physical facility improvements is limited under the Prop 39 agreement. Progress toward long-term facility improvements remains dependent on district timelines and funding availability rather than site-level decision-making.

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.

For Goal 3, there were no material differences identified between budgeted expenditures and estimated actual expenditures for the actions implemented during the 2025-26 school year. All actions were carried out as planned, and expenditures aligned with the amounts originally budgeted in the approved 2025-26 LCAP. As a result, no explanation of material differences is required for Goal 3.

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

Action 1: This action was partially effective. EBCA successfully maintained its transportation and security systems, providing approximately 90 students with reliable, safe transportation to and from school daily through qualified drivers and regular vehicle maintenance. Campus monitors and security cameras protected student safety throughout the school day, the Raptor application screened all visitors before they entered campus, and the Pikmykid app ensured that students were dismissed safely to authorized parents, guardians, or emergency contacts. These systems worked together to provide a safe, secure, and reliable environment, with dependable transportation removing a barrier to attendance and clear security protocols protecting students from arrival through dismissal.

While the engagement and safety structures were maintained as planned, perception data indicates that the action did not fully achieve its intended impact on school climate and connectedness, which is why it is assessed as partially effective. Minor logistical adjustments were required to coordinate transportation, supervision schedules, and visitor management systems, though these did not delay implementation or reduce access to services. Moving forward, EBCA will sustain its transportation and security systems while pairing them with targeted efforts to strengthen school climate and student connectedness, using perception data such as the Panorama survey to monitor progress and guide improvement.

Action 2: This action was effective in providing parents and guardians with meaningful opportunities to participate in school decision-making. EBCA convened a full set of advisory committees, including the English Language Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the EL Parent Advisory Committee (EL-PAC) per California Education Code Section 52062(a)(2); the Parent Advisory Committee (PAC) per Section 52062(a)(1); and the Parent Leadership Organization. These committees met monthly to discuss budgetary considerations and progress toward school goals, and interpreter services were available at all meetings and upon request to ensure full participation.

The effectiveness of this action is reinforced by the meaningful engagement it produced. Through regular meetings, parent leaders stayed informed about student achievement data and school goals while providing valuable feedback on school operations, ensuring that families had a genuine voice in decision-making. The availability of interpreter services removed a language barrier to participation for the school's multilingual community. No challenges were encountered, and the school will continue these committees to sustain authentic family engagement and shared decision-making.

Action 3: This action was effective in strengthening a more connected and engaged school community. EBCA's Principal and Assistant Principal hosted Coffee with Admin sessions and monthly Town Hall question-and-answer meetings that addressed strategies for supporting mathematics at home, grade-level and content-area expectations in ELA and Math, the impact of attendance on student learning, and social-emotional learning through the Leader in Me framework. The school also hosted community-building events to celebrate student success, strengthen relationships, and provide family education, and the Community

Engagement Director served as a liaison for parents and guardians by coordinating volunteers, supporting event planning, and strengthening communication between families and staff.

The effectiveness of this action is reinforced by its commitment to equitable access and its measurable impact on engagement. All school communications were provided in English and translated into Spanish based on primary language survey results and the 15 percent translation threshold, interpreter services were available at all schoolwide and parent events and upon request, and the Aeries student information system supported proactive, timely communication with families. As a result, consistent, multilingual communication improved family responsiveness and participation, and the Community Engagement Director reinforced collaboration between home and school. No challenges were encountered. Overall, these efforts promoted a positive school environment in which students benefit academically, social-emotionally, and behaviorally from greater support at home and on campus, and the school will continue them to sustain strong family engagement.

Action 4: This action was effective in maintaining baseline safety and cleanliness standards across the school's facilities. The annual Facility Inspection Tool (FIT) was completed on December 5, 2025, as planned, covering all instructional spaces, restrooms, office areas, the kitchen, and the playground, with results documented and reported through the SARC and LCAP as required. The school achieved an overall FIT rating of 100 percent, an Exemplary score, with no substantive differences from the planned implementation, demonstrating full compliance with state facility standards and confirming that all instructional and operational spaces remain safe and functional for students and staff.

While the action effectively maintained safety and cleanliness, the school's ability to make physical facility improvements is limited under its Proposition 39 agreement, which is an important context for interpreting its effectiveness. The primary identified issue is the playground artificial turf, which requires repair. Because EBCA operates on a district-owned site under Prop 39, corrective action depends on the district's repair timeline and funding availability rather than site-level decision-making. The school has documented the issue, submitted a work order, and the district is currently assessing it, in accordance with Prop 39 requirements. The school will continue to maintain its facilities to the Exemplary standard while pursuing district action on longer-term repairs that fall outside its direct control.

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.

Edward B. Cole Academy revise its LCAP Goal 3 for the 2026-27 school year as a result from reflections on prior practice and from the findings of the school's Comprehensive Needs Assessment.

Goal 3 was newly developed for the 2026-27 LCAP in recognition that academic achievement cannot be separated from school climate, family engagement, and community connection. The Comprehensive Needs Assessment showed that student engagement, attendance, and well-being are closely tied to academic outcomes, and that students who feel connected to their school and supported by their families are more likely to succeed. This newly developed goal reflects the school's understanding that a positive, culturally responsive community is a precondition for, and not a complement to, strong academic results.

EBCA continues to develop an annual one-year LCAP. As part of this year's LCAP cycle, the school conducted a Comprehensive Needs Assessment to evaluate its academic and educational program, with feedback and findings gathered through engagement with educational partners. These findings resulted in the revision of Goal 3 and corresponding modifications to the supporting actions, with the goal and actions now aligned to the school's work through MTSS and the California Community Schools Framework. Consistent with Goals 1 and 2, the school revised the goal language and supporting actions while maintaining the metrics required by the California Department of Education, preserving consistent year-over-year measurement while updating the strategies through which the school pursues its outcomes.

EBCA continues to have strong ties with families, as well as with community-based organizations and local agencies that provide resources to the school and its students. Goal 3 is designed to strengthen and formalize these connections, ensuring that family engagement, community partnerships, and a culturally responsive school climate work together to support academic, social, emotional, and behavioral outcomes for every student.

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	Safe & Inclusive Learning Environment	EBCA is committed to maintaining a school environment where every student feels physically safe, emotionally supported, and fully included in school life. In 2026-27, the school will sustain its comprehensive approach to school safety and positive climate through coordinated systems that span supervision, restorative practices, mental health support, and family partnership. **Physical Safety and Supervision** EBCA will maintain adequate campus supervision throughout the school day, including during arrival, lunch, recess, and dismissal. The PikMyKid application will be used for safe, organized student dismissal. The Comprehensive School Safety Plan will be reviewed and updated annually, with all staff receiving training on emergency procedures, safety protocols, and mandated reporting obligations at the start of each school year. **Positive Behavioral Interventions and Supports** EBCA will maintain its schoolwide PBIS framework with clear, consistent behavioral expectations communicated across all settings. The Cougar Store monthly recognition system will celebrate students who demonstrate EBCA's core values of making good decisions, solving problems, and showing respect. The Principal and Assistant Principal will review schoolwide behavioral data monthly to identify trends and adjust Tier 2 and Tier 3 supports as needed. **Social-Emotional Learning and Mental Health** Leader in Me will be delivered in a dedicated daily morning block, embedding the 7 Habits of Highly Effective People into student character development and self-management. Every classroom will maintain a Calming Corner and implement the Zones of Regulation framework, providing students with consistent tools for emotional self-regulation. The school counselor will provide individual and small-group support, administer the annual Panorama student and staff climate surveys, and coordinate referrals to community mental health partners when student needs exceed school-based support capacity. All staff will receive	$81,005	N

training in trauma-informed practices as part of the annual professional development calendar.

SCHOOL CONNECTEDNESS AND STUDENT ENGAGEMENT

Research consistently shows that students who feel connected to their school community attend more regularly, behave more positively, and achieve at higher levels. EBCA will implement the following strategies in 2026-27 to strengthen students' sense of belonging and engagement across the full school experience.

Student Recognition and Celebrations

EBCA will hold regular schoolwide assemblies to recognize student leadership, academic growth, and demonstration of core values. The annual Leader in Me Day, student-led conferences at the end of the first and third quarters, and awards events will provide students with meaningful opportunities to showcase their growth and be celebrated by their peers and families. Monthly student recognition through PBIS incentives will reinforce positive behavior and a culture of belonging.

Schoolwide Events and Community Building

EBCA will host a calendar of schoolwide community events throughout 2026-27, including Family Nights, the Winter Program, Family Feast, and Community Resource Fairs that connect families with essential services. These events build school pride, strengthen relationships between school and home, and create shared experiences that reinforce EBCA's identity as a community-centered school. Events will be communicated to families through ParentSquare in English and Spanish.

After-School Enrichment through ELOP

EBCA's Expanded Learning Opportunities Program will provide after-school enrichment activities including performing arts, recreational sports, student leadership clubs, and STEM exploration. ELOP programming will extend the social and academic connections students build during the school day and provide structured, positive experiences that strengthen school connectedness, particularly for students at risk of chronic absenteeism. Community partners, including TEAM Kids and the Wooden Floor, will contribute enrichment programming aligned to the school's character and leadership development goals.

FIELD TRIPS AND REAL-WORLD LEARNING

In 2026-27, each grade level will participate in at least one community or college field trip that connects classroom learning to real-world contexts and broadens students' understanding of the world beyond their immediate neighborhood. Field trips serve two purposes at EBCA: they deepen academic content by

		providing authentic, hands-on experiences aligned to grade-level units of study, and they build college and career awareness by exposing students to universities, cultural institutions, and professional environments from an early age. College and university visits will be prioritized at every grade level, reinforcing EBCA's college-going culture and ensuring that students develop an early, concrete understanding that higher education is an attainable and expected pathway. Community-based field trips will be selected to complement project-based learning units in Science, Social Studies, and ELA and to reflect the cultural assets and history of the Santa Ana community. All field trips will be fully accessible and provided at no cost to families, with transportation arranged to ensure that socioeconomic status does not limit student participation.		
2	Parent Advisory Committees	EBCA will maintain three active parent advisory committees authorized by California Education Code, each ensuring that all families have a meaningful voice in school decision-making. Meetings will be scheduled throughout the year at times accessible to working families, communicated in advance through ParentSquare in English and Spanish, and supported by interpreter services upon request so that language is never a barrier to participation. **PARENT ADVISORY COMMITTEE (CA ED. CODE SECTION 52062(a)(2))** EBCA will maintain an active Parent Advisory Committee in compliance with California Education Code Section 52062(a)(2). The PAC will advise the Principal and Governing Board on the development, implementation, and evaluation of the LCAP, with particular focus on programs and expenditures serving unduplicated pupils, including Socioeconomically Disadvantaged students, Foster Youth, and Homeless students. The PAC will meet at least four times per year, with parent input documented and presented to the Governing Board as part of the annual LCAP adoption and review process. **ENGLISH LEARNER PARENT ADVISORY COMMITTEE (CA ED. CODE SECTION 52062(a)(1))** EBCA will maintain an active English Learner Parent Advisory Committee in compliance with California Education Code Section 52062(a)(1). The EL-PAC will advise the Principal and Governing Board on programs, services, and expenditures serving English Learner students, including EBCA's language acquisition program, ELD instruction, and reclassification practices. The EL-PAC will meet at least three times per year. Meetings will be conducted bilingually in Spanish and English, written materials will be translated as needed, and a Spanish-language interpreter will be present at all meetings. EL-PAC input will inform the annual LCAP and EL program review. **ENGLISH LEARNER ADVISORY COMMITTEE (CA ED. CODE SECTION 52176)**	$1,500	N

		EBCA will maintain an active English Learner Advisory Committee in accordance with California Education Code Section 52176. The ELAC, composed primarily of parents and guardians of English Learner students, will advise on programs and services for English Learners, provide input on the LCAP and school needs assessment as they relate to EL students, and help families understand the importance of regular school attendance. The ELAC will meet at least three times per year. All meetings will be conducted in Spanish with English translation available, written materials will be provided in both languages, and ELAC recommendations will be documented and referenced in the annual LCAP update. **OUTREACH TO UNDUPLICATED PUPILS AND FAMILIES OF STUDENTS WITH DISABILITIES** EBCA will conduct targeted outreach at the start of each school year to recruit participation from parents of unduplicated pupils and Students with Disabilities across all three advisory committees. The school will offer flexible meeting scheduling, childcare when possible, and interpreter services in Spanish and other languages upon advance request. Families of Students with Disabilities will also be informed of their rights under IDEA and Section 504 and the mechanisms for providing input on special education services. Committee participation is open to all families regardless of language proficiency, work schedule, or disability status. **INTERPRETER AND TRANSLATION SERVICES** A Spanish-language interpreter will be present at all PAC, EL-PAC, and ELAC meetings. Written materials, including agendas, LCAP summaries, and program reports, will be provided in Spanish. Translation into additional languages will be arranged upon advance request. Interpretation will also be available for IEP meetings, student-led conferences, and parent-teacher conferences upon family request. All interpreter and translation services will be funded through LCAP as a core component of EBCA's parent engagement program.		
3	Parent & Family Engagement – Supporting Student Learning at Home & School	Consistent, accessible communication is the foundation of EBCA's family engagement program. In 2026-27, the school will use ParentSquare as its primary communication platform, providing bilingual messaging in English and Spanish for announcements, event invitations, academic updates, and urgent school information. Teachers will communicate regularly with families about student progress, upcoming units, and ways to support learning at home. The Principal will send a monthly school newsletter and will present schoolwide academic and attendance data at monthly parent meetings, ensuring families are informed partners in the school's continuous improvement efforts.	$139,829	Y

STUDENT-LED CONFERENCES

EBCA will hold student-led conferences at the end of the first and third quarters, at which students present their academic goals, portfolio of work, and personal growth to their families. These conferences position students as active participants in their own learning and give families a direct, structured window into their child's academic progress and character development. Teachers will prepare students through Leader in Me blocks and designated reflection time, and all families will be invited with scheduling flexibility to accommodate varied work schedules. Interpreters will be available upon request.

ACADEMIC WORKSHOPS AND FAMILY LEARNING NIGHTS

EBCA will host at least six academic workshops and family learning nights throughout the 2026-27 school year, designed to equip parents with the knowledge and strategies to support student learning at home. Workshop topics will include reading and literacy development, mathematics strategies aligned to the enVision curriculum, understanding ELPAC results and supporting English language development at home, navigating the IEP process and supporting students with disabilities, and interpreting i-Ready results and report card data. All workshops will be conducted bilingually in Spanish and English, held at times accessible to working families, and will include childcare when possible. Materials will be provided in both languages.

HOME VISIT PROGRAM

EBCA will continue its Family Visit Program, through which trained staff conduct voluntary home visits to build authentic relationships with families, learn about students' strengths, interests, and home contexts, and identify how the school can better support each child. Visits are conducted in pairs, are relationship-centered rather than problem-focused, and follow the principles of the Parent Teacher Home Visit Project model. Insights from home visits inform classroom instruction, family outreach strategies, and individualized supports for students. The school aims to complete at least 20 home visits during the 2026-27 school year, prioritizing families of students experiencing chronic absenteeism or significant academic challenges.

HOME-SCHOOL LEARNING CONNECTIONS

Take-Home Resources

EBCA will provide families with take-home books, reading materials, and math activity resources that extend learning beyond the school day and reinforce grade-level skills at home. The school's home library initiative will distribute books for independent reading and reading for pleasure throughout the year.

		Teachers will send home unit-aligned family guides that explain what students are learning and offer simple, practical strategies families can use to support their child's progress without requiring English language proficiency or formal educational background. **Parent Empowerment Workshops** EBCA will offer parent empowerment workshops aligned to the Leader in Me program, introducing families to the 7 Habits framework and providing strategies to reinforce leadership, responsibility, and goal-setting at home. Additional workshops will connect families with community resources, including health services, financial assistance, and social support programs, recognizing that student learning is most effectively supported when families have access to the resources they need. All workshops will be offered in Spanish with English translation available. **Schoolwide Community Events** EBCA will host a calendar of schoolwide community events that build belonging and strengthen the school-family partnership, including Family Nights, the annual Winter Program, Family Feast, and Community Resource Fairs. These events provide informal opportunities for families to connect with teachers and school leadership, celebrate student achievement, and engage with the broader EBCA community. Events will be communicated through ParentSquare and posted on the school website in English and Spanish.		
4	Safe, Clean & Well-Maintained Facilities	EBCA will maintain a clean, safe, and functional learning environment for all students and staff. The school will provide daily custodial services to ensure that classrooms, restrooms, common areas, and the campus grounds are cleaned and maintained throughout the school day and after dismissal. Facilities repairs, preventative maintenance, and corrective work will be addressed on an ongoing basis, with urgent safety-related issues given immediate priority. The school's physical environment reflects EBCA's commitment to providing an equitable, welcoming, and dignified setting for every student and family. Campus safety measures will include adequate supervision during arrival, lunch, recess, and dismissal; clearly marked emergency exits and safety equipment maintained in compliance with applicable codes; and annual staff training on emergency procedures as part of the Comprehensive School Safety Plan. The school site will remain accessible and welcoming to families, with any hazards or cleanliness concerns reported and addressed promptly by school leadership. **FACILITIES INSPECTION TOOL (FIT) REPORT** EBCA will administer the annual Facilities Inspection Tool inspection as required by California Education Code Section 17002, evaluating the school site across all	$480,944	N

		required categories including cleanliness, safe conditions, and good repair. The FIT inspection results will be reviewed by the Principal and Governing Board, reported annually in the Local Control and Accountability Plan, and disclosed in the School Accountability Report Card. The FIT result will also be reported on the California School Dashboard as part of the school's Local Indicators performance. EBCA's 2024 FIT result was rated Exemplary, and the school is committed to maintaining a rating of Good or above in 2026-27. Any deficiencies identified through the FIT inspection or through ongoing facility monitoring will be documented, assigned to responsible staff, and addressed in a timely manner. Deficiencies that present an immediate risk to student or staff safety will be remediated without delay. The Principal will report the status of facility deficiencies and corrective actions to the Governing Board at each board meeting until all items are resolved.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,829,930	$236,552

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
32.278%	0%	$0	32.278%

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, Action2	EBCA's Comprehensive Needs Assessment and 2025 California School Dashboard results identified persistent and widening achievement gaps in English Language Arts and Mathematics, particularly for the school's unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) and for Students with Disabilities. On the 2025 ELA Academic Indicator, English Learners performed at 60.4 points below standard and Socioeconomically Disadvantaged students at 44 points below standard, both at the Orange performance level, with year-over-year declines of approximately 17 and 15 points respectively. Students with Disabilities performed at 133 points below standard at the Red performance level, the school's most significant achievement gap. On the 2025	EBCA's Comprehensive Needs Assessment and 2025 California School Dashboard results identified persistent and widening achievement gaps in English Language Arts and Mathematics, particularly for the school's unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) and for Students with Disabilities. On the 2025 ELA Academic Indicator, English Learners performed at 60.4 points below standard and Socioeconomically Disadvantaged students at 44 points below standard, both at the Orange performance level, with year-over-year declines of approximately 17 and 15 points respectively. Students with Disabilities performed at 133 points below standard at the Red performance level, the school's most significant achievement gap. On the 2025	• #1: CAASPP ELA • #2: CAASPP Math

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
	Mathematics Academic Indicator, English Learners performed at 58.6 points below standard and Socioeconomically Disadvantaged students at 45.7 points below standard, with the schoolwide result declining from Yellow to Orange. The needs assessment also identified specific instructional root causes: gaps in foundational reading skills (decoding, fluency, comprehension) and mathematics (number sense and fact fluency), language demands embedded in multi-step word problems that affect English Learner access to grade-level content, accumulated unfinished learning from earlier grades, and an MTSS structure that has historically operated more reactively than preventatively, with progress monitoring and interventions not consistently aligned to the specific skill deficits revealed by data. For English Learners in particular, the disconnect between progress toward English proficiency (ELPI improved from Red to Yellow) and grade-level ELA achievement (which declined) indicates that integrated ELD across content areas is not yet sufficiently bridging language acquisition and academic literacy.	Mathematics Academic Indicator, English Learners performed at 58.6 points below standard and Socioeconomically Disadvantaged students at 45.7 points below standard, with the schoolwide result declining from Yellow to Orange. The needs assessment also identified specific instructional root causes: gaps in foundational reading skills (decoding, fluency, comprehension) and mathematics (number sense and fact fluency), language demands embedded in multi-step word problems that affect English Learner access to grade-level content, accumulated unfinished learning from earlier grades, and an MTSS structure that has historically operated more reactively than preventatively, with progress monitoring and interventions not consistently aligned to the specific skill deficits revealed by data. For English Learners in particular, the disconnect between progress toward English proficiency (ELPI improved from Red to Yellow) and grade-level ELA achievement (which declined) indicates that integrated ELD across content areas is not yet sufficiently bridging language acquisition and academic literacy.	
Goal 1, Action 3	BCA's Comprehensive Needs Assessment, the 2025 California School Dashboard, and the Spring 2026 Panorama Student Survey identified converging social-emotional, behavioral, mental health, and attendance needs that disproportionately affect the school's unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) and Students with Disabilities. Chronic absenteeism is the most pressing concern. On the 2025 Dashboard, EBCA received a Red performance level on the Chronic Absenteeism Indicator for All Students, with a schoolwide rate of 24.6%, up 2.1 percentage points from 22.5% (Yellow) in 2024. Socioeconomically Disadvantaged students experienced both the highest 2025 rate (25.6%) and the largest year-over-year increase (a rise of 2.4	Goal 1, Action 3 is provided on a schoolwide basis because the social-emotional, behavioral, mental health, and attendance needs documented in EBCA's data are not isolated to one student group but appear across all numerically significant groups, with disproportionate intensity among Socioeconomically Disadvantaged, English Learner, Hispanic, and Students with Disabilities populations. A schoolwide multi-tiered behavioral and SEL framework is the most effective way to ensure that unduplicated students receive consistent universal supports (Tier I), targeted small-group interventions (Tier II), and individualized intensive supports (Tier III) every day, rather than only when crises arise. The action grows services in quality for unduplicated students and Students with Disabilities through the	• #8: Chronic Absenteeism • #9: Suspension Rate • #19: School Climate survey: Students

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
	percentage points), and the Hispanic student group also received a Red performance level. English Learners (25.1%, Orange) and Students with Disabilities (22.6%, Orange) remained at elevated rates despite SWD improving by 4.4 percentage points. The school's root cause analysis identified barriers concentrated among unduplicated students and their families, including transportation challenges, health and housing pressures, communication and language barriers, and inconsistent early outreach prior to students reaching the chronic threshold. The Panorama Student Survey, administered to 188 students in grades 3 through 5, identified additional priority needs. School Safety, at 51% favorable, was the school's lowest-scoring topic, declined 4 points since the last survey, and placed in the 20th to 39th percentile nationally. Only 34% of students reported that peers are rarely disrespectful, worry about violence increased 8 points, and ease of getting adult help for bullying declined 3 points. These results indicate that while adult-student relationships at EBCA are strong, peer-to-peer dynamics and physical and psychological safety require focused attention. Although EBCA maintained a 0% suspension rate in 2024-25 (Blue performance level for All Students, English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students), sustaining this outcome requires continued investment in proactive, tiered behavioral support, restorative practices, and counselor capacity for Tier II and Tier III interventions, all of which the needs assessment identified as essential to preventing the conditions that historically lead to exclusionary discipline disproportionately affecting unduplicated students.	integration of Leader in Me and PBIS as universal Tier I supports that establish shared language, consistent expectations, and a proactive culture of leadership and responsibility. These frameworks are designed to reduce the conditions that historically lead to disciplinary incidents and chronic disengagement, conditions that nationally fall most heavily on the unduplicated student population EBCA serves. Within this schoolwide design, Tier II and Tier III supports are coordinated by the school counselor, who prioritizes students identified through behavioral referral data, Panorama survey results, attendance data, and staff observation. Because unduplicated students and Students with Disabilities are overrepresented among students requiring Tier II and Tier III support, the schoolwide design directs the most intensive resources to the students with the greatest demonstrated need. The action grows services in quantity for unduplicated students through several targeted features embedded in the schoolwide structure. The Attendance Liaison conducts daily monitoring and initiates personal outreach in English and Spanish after two or three consecutive absences, before chronic patterns become established, with individualized attendance success plans developed collaboratively with the family, teacher, and counselor. The school's van transportation program removes a primary barrier to attendance for Socioeconomically Disadvantaged families. Bilingual family liaisons conduct culturally responsive outreach accommodating diverse work schedules and language preferences, ensuring that English Learner families are not excluded from communication and engagement. Community health partnerships, including the Hurtt Mobile Clinic, provide on-site screenings and connect families with food, health, housing, and financial assistance, directly addressing the socioeconomic root causes of chronic absenteeism among unduplicated students. For Students with Disabilities specifically, the action provides individualized behavioral support plans,	

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
		restorative practices as the default response to behavioral concerns, IEP-team coordination of attendance interventions, and trained staff in de-escalation and trauma-informed practices, all of which sustain the 0% suspension rate the school has achieved for this subgroup and protect access to mandated IEP services. The action also extends behavioral consistency into ELOP through PBIS, Zones of Regulation, and IEP accommodation training for ELOP staff, ensuring that unduplicated students prioritized for ELOP experience consistent expectations and supports across the full extended school day. EBCA's schoolwide design also reflects that the majority of EBCA's enrollment is unduplicated or includes Students with Disabilities, making schoolwide delivery more effective than any limited approach could be. The action's effectiveness, however, does not rest on enrollment demographics alone. It rests on the targeted, data-driven mechanisms embedded within the schoolwide design, including the prioritization of Tier II and Tier III supports for students identified through data, the bilingual and culturally responsive family outreach, the removal of transportation and health barriers, the explicit attention to SWD-specific behavioral support, and the integration of community partnerships that serve the socioeconomic conditions of EBCA's families. These design features ensure that within a schoolwide action, English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities receive services that exceed what is provided to all students, in alignment with the regulatory standard for increased or improved services.	
Goal 2, Action 1	EBCA's Comprehensive Needs Assessment identified educator capacity and instructional consistency as critical preconditions for closing achievement gaps for the school's unduplicated student groups (English	Goal 2, Action 1 is provided on a schoolwide basis because the instructional variability documented in EBCA's needs assessment cannot be addressed in any one classroom or by any one teacher in isolation.	• #13: % teachers – fully credentialed and appropriately assigned

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
	Learners, Socioeconomically Disadvantaged, and Foster Youth) and Students with Disabilities. The 2025 California School Dashboard documented declines across ELA, Mathematics, and Science indicators, with English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities experiencing the most significant losses. The needs assessment root cause analysis identified instructional variability across classrooms as a consistent contributor to these declines, with specific findings including inconsistent fidelity to adopted curricula, uneven use of scaffolds for English Learners, variable implementation of evidence-based programs such as SIPPS and Heggerty, and limited consistency in delivering structured literacy and discipline-specific scaffolds in science. The needs assessment also identified specific staff capacity needs that directly affect unduplicated students. Gaps in specialized training for serving English Learners (including designated and integrated ELD, GLAD strategies, and academic language development) and Students with Disabilities (including Universal Design for Learning, co-teaching, structured literacy, and IEP implementation) were named as systems-level root causes. Teacher turnover was identified as an additional factor disrupting instructional continuity and contributing to accumulated learning gaps for students, an effect that falls most heavily on unduplicated students who depend on sustained, high-quality instruction to recover from prior gaps. The school's shift toward a coherent Multi-Tiered System of Supports and the Four Pillars of Community Schools further requires that every educator and support staff member be equipped to deliver integrated student supports with fidelity from the first day of instruction.	Unduplicated students and Students with Disabilities are served across every grade level, in every general education classroom, and across every content area at EBCA. Because more than 90% of the school's enrollment is unduplicated or includes Students with Disabilities, every staff member is, in practice, an educator of unduplicated students. The action is therefore designed to grow services in both quality and quantity for unduplicated students by building schoolwide adult capacity, ensuring that no student's daily experience of instruction depends on which classroom they are assigned to. The six-day mandatory Summer Institute, attended by all instructional and support staff prior to the first day of school, is the primary mechanism for establishing this schoolwide capacity. The Institute is intentionally designed around the specific instructional needs of EBCA's unduplicated student population. Training in GLAD strategies and ELD pedagogy directly grows the school's capacity to serve English Learners across content areas through integrated language development, while training on Universal Design for Learning and IEP implementation builds the capacity needed to ensure Students with Disabilities access grade-level content. Training in trauma-informed practices and Leader in Me strengthens the school's response to the social-emotional and behavioral needs of Socioeconomically Disadvantaged and Foster Youth students, whose lived experiences often shape their engagement and readiness to learn. Data-driven instruction and assessment literacy training equip staff to use diagnostic and progress monitoring data, including data disaggregated by unduplicated student group, to identify needs and adjust instruction in real time rather than retrospectively. Grade-level teams also use Summer Institute time to review prior year assessment data and develop pacing guides and instructional priorities specifically calibrated to the previous year's outcomes for unduplicated students.	• #15: Implementation of the State Academic Standards for all students, and enable EL access

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
		The action also grows services in quantity through sustained professional learning throughout the school year. Weekly Wednesday early-release sessions, monthly whole-staff professional development days, and ongoing instructional coaching cycles led by the Principal and Assistant Principal reinforce and extend the Summer Institute foundation, with topics determined annually based on assessment data, classroom observation findings, and staff feedback. Recurring topics, including standards implementation, differentiated instruction, EL and SWD pedagogy, SEL integration, and culturally responsive teaching, are selected explicitly because of their relevance to unduplicated students and Students with Disabilities. Coaching cycles, including pre-observation conferences, classroom observations, and post-observation feedback, ensure that the professional learning translates into consistent, high-quality classroom practice rather than remaining theoretical. External professional development through the Orange County Department of Education and the California Charter Schools Association extends staff access to specialized expertise relevant to the school's improvement priorities. The action also grows services in quantity for unduplicated students through the school's commitment to 180 instructional days, exceeding the minimum required for charter schools under Title 5 of the California Code of Regulations. Additional instructional days provide unduplicated students with more time to receive high-quality, capacity-aligned instruction, particularly important for students working to recover prior learning gaps. The teacher credentialing component of the action, ensuring 100% of teachers hold appropriate credentials and EL Authorizations and monitored annually through the TAMO process, further protects unduplicated students by ensuring every English Learner receives instruction from a teacher legally authorized to provide it.	

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		EBCA's schoolwide design reflects the reality that no targeted, classroom-level support for unduplicated students can compensate for inconsistent instructional capacity across the rest of the school day. Capacity-building must reach every educator who teaches unduplicated students, which at EBCA means every educator on staff. The action's effectiveness, however, does not rest on enrollment percentages alone. It rests on the specific content of the professional learning, which is intentionally designed around the documented needs of unduplicated students and Students with Disabilities (GLAD, ELD pedagogy, UDL, co-teaching, trauma-informed practices, culturally responsive teaching, and data-driven instruction using disaggregated data), on the sustained delivery model (Summer Institute, weekly sessions, monthly days, coaching cycles), and on the monitoring of implementation through observation and coaching to ensure that professional learning translates into improved daily experience for the students who most depend on it.	
Goal 3, Action 3	EBCA's Comprehensive Needs Assessment, the 2025 California School Dashboard, and the school's longitudinal engagement work identified family engagement as a critical lever for closing achievement gaps and improving outcomes for the school's unduplicated student groups (English Learners, Socioeconomically Disadvantaged, and Foster Youth) and Students with Disabilities. Several converging findings shape this need. First, EBCA's chronic absenteeism rate reached 24.6% on the 2025 Dashboard at the Red performance level, with Socioeconomically Disadvantaged students at 25.6% (Red) and Hispanic students also at the Red level. The needs assessment root cause analysis identified family-side barriers as primary drivers, including limited awareness that missing two days a month constitutes chronic absenteeism, perceptions	Goal 3, Action 3 is provided on a schoolwide basis because family engagement at EBCA fundamentally means engagement with unduplicated families. With 97% of students Hispanic, 78% Socioeconomically Disadvantaged, and 41% English Learners, every schoolwide family engagement structure functions, in practice, as a service to unduplicated students and their families. A schoolwide design ensures consistent, accessible engagement opportunities across all families, while specific design features within the action target the documented needs of unduplicated student groups and Students with Disabilities. The action grows services in quality for unduplicated students through its bilingual-by-design communication model. ParentSquare, the primary communication platform, delivers all announcements, event invitations, academic updates, and urgent	• #17: Parent input in decision-making • #18 Parent Participation in Programs for Unduplicated Pupils & SWD • #20: Parent Climate survey

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
	that vacations and extended trips are acceptable reasons for absence, and limited understanding that excused absences still count toward chronic absenteeism. The needs assessment also found that communication with families about attendance expectations and the connection between attendance and learning had been inconsistent, and that attendance messaging was not reinforced consistently throughout the school year. These findings indicate that strengthening the home-school partnership is essential to addressing the school's most pressing engagement concern. Second, given that 97% of EBCA's enrollment is Hispanic and 41% is classified as English Learners, with Spanish as the predominant home language, language access in family communication is a core equity issue. Communication that is not consistently bilingual creates barriers for English Learner families to support their child's learning, participate in school decisions, and access resources, which the needs assessment identified as a contributor to the inconsistent family engagement observed in prior years. Third, the needs assessment identified that English Learner families and families of Students with Disabilities benefit from targeted, content-specific support to help them understand and respond to their child's academic data. ELPAC results, NWEA MAP scores, IEP documents, and report cards all require explanation in accessible language, and prior practice did not consistently provide families with the tools and resources needed to support learning at home. Socioeconomically Disadvantaged families also face material and informational barriers, including limited access to books, reading materials, and academic resources at home, and limited connection to community services that address the broader conditions affecting student learning.	school information in both English and Spanish. The monthly principal newsletter, monthly parent meetings presenting schoolwide academic and attendance data, the six academic workshops and family learning nights, and parent empowerment workshops are all conducted bilingually with materials in both languages. This consistent, structural bilingualism removes the language access barriers identified in the needs assessment as inhibiting English Learner family participation and ensures that English Learner parents and guardians can engage with their child's education on equal footing with all families. The action also grows services in quality for unduplicated students through targeted content. The six academic workshops and family learning nights are intentionally designed around the data and content most relevant to unduplicated students and Students with Disabilities. Workshop topics include understanding ELPAC results and supporting English language development at home (directly serving English Learner families), navigating the IEP process and supporting students with disabilities (directly serving SWD families), interpreting i-Ready assessments and report card data (helping all families, particularly those who have not previously had access to this kind of data literacy support, to participate as informed partners), and reading, literacy, and mathematics strategies aligned to the school's adopted curricula. Family guides sent home with unit-aligned content are written so they do not require English language proficiency or formal educational background, ensuring that Socioeconomically Disadvantaged and English Learner families can participate in supporting learning regardless of their own schooling history. The action grows services in quantity for unduplicated students through the Home Visit Program. The school will conduct at least 20 voluntary home visits during 2026-27, with priority given to families of students experiencing chronic absenteeism or significant	

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
		academic challenges, both of which are concentrated among Socioeconomically Disadvantaged, Hispanic, English Learner, and SWD students based on the school's data. Home visits are relationship-centered, conducted in pairs following the Parent Teacher Home Visit Project model, and generate insights that inform classroom instruction, family outreach, and individualized supports. This direct, in-person engagement model is designed to reach families who may not engage through traditional school-based channels. The action also addresses material and informational barriers that disproportionately affect Socioeconomically Disadvantaged students. Take-home books, reading materials, and math activity resources, combined with the school's home library initiative, ensure that students who may not have access to age-appropriate books and learning materials at home receive them through the school. Community Resource Fairs and the parent empowerment workshop series connect families with health services, financial assistance, food resources, and social support programs that address the socioeconomic conditions affecting students' readiness to learn. By treating family engagement as inseparable from the broader supports families need to function, EBCA addresses root causes that classroom instruction alone cannot reach. For Students with Disabilities specifically, the action provides workshops on navigating the IEP process, interpreters for IEP meetings upon request, IEP progress reports communicated in the family's primary language whenever feasible, and access to the school counselor for support in navigating special education processes. Student-led conferences at the end of the first and third quarters give SWD families a structured, accessible window into their child's growth, with all conferences supported by interpreters upon request.	

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
		EBCA's schoolwide design reflects that, with more than 90% of the school's enrollment unduplicated or including Students with Disabilities, a schoolwide family engagement structure is the most effective and equitable way to reach the families of these students. The action's effectiveness, however, does not rest on enrollment percentages alone. It rests on the specific design features embedded within the schoolwide structure, including the consistent bilingual delivery of all communication and workshops, the targeted workshop content addressing ELPAC, IEP, i-Ready and report card data; the prioritization of unduplicated and SWD families for home visits; the take-home materials and community resource connections that address material and socioeconomic barriers; and the accessible scheduling and interpreter services that remove practical barriers to participation. These design features ensure that within a schoolwide action, English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities and their families receive services that exceed what is provided to all students, in alignment with the regulatory standard for increased or improved services.	

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	Not applicable	Not applicable	Not applicable

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.

Edward B. Cole Academy will use additional concentration grant add-on funds to fund additional Behavior Interventionists (Goal 1, Action 3) who provide direct services to students.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,235,255.75	$ 7,598,592.74

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	Yes	$ 61,204	$ 65,049
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 2,137,005	$ 2,232,766
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 131,106	$ 127,895
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 2,181,242	$ 2,246,106
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 550,733	$ 527,904
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 345,784	$ 352,745
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 149,829	$ 150,309

2025-26 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)
$ 1,829,930	$ 3,534,650	$ 3,603,671	$ (69,021)	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	$ 33,438	$ 5,570.72	0.000%	0.000%
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 770,982	$ 913,101.11	0.000%	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 131,106	$ 127,895.04	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 1,836,625	$ 1,933,731.54	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 272,594	$ 97,821.86	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 340,076	$ 379,440.92	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	Yes	$ 149,829	$ 146,109.64	0.000%	0.000%

2025-26 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)
$ 4,639,954	$ 1,829,930	0.000%	39.439%	$ 3,603,671	0.000%	77.666%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,945,323	$ 1,843,493	37.278%	0.000%	37.278%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,809,404	$ 2,317,948	$ -	$ 310,849	$ 6,438,202.04	$ 3,976,030	$ 2,462,172

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	Comprehensive Assessment System	ALL	No	LEA-wide	All	Edward B. Cole Sr. Academy	ongoing	$ -	$ 7,985	$ -	$ 7,985	$ -	$ -	$ 7,985	0.000%
1	2	Academic Supports to Address ELA & Math Achievement Gaps	ALL	Yes	LEA-wide	All	Edward B. Cole Sr. Academy	ongoing	$ 423,145	$ 1,272,373	$ 284,098	$ 1,388,771	$ -	$ 22,649	$ 1,695,518	0.000%
1	3	Social-emotional, Behavioral, and Mental Health Supports	ALL	Yes	LEA-wide	All	Edward B. Cole Sr. Academy	ongoing	$ 924,510	$ 42,185	$ 570,479	$ 199,129	$ -	$ 197,087	$ 966,695	0.000%
1	4	English Learner Program	EL	No	LEA-wide	English Learners	Edward B. Cole Sr. Academy	ongoing	$ -	$ 38,300	$ 1,887	$ 14,300	$ -	$ 22,113	$ 38,300	0.000%
1	5	Students with Disabilities	SPED	No	Limited		Edward B. Cole Sr. Academy	ongoing	$ 407,183	$ 96,584	$ -	$ 434,766	$ -	$ 69,000	$ 503,766	0.000%
1	6	Broad Course of Study	ALL	No	LEA-wide	All	Edward B. Cole Sr. Academy	ongoing	$ 21,284	$ 61,127	$ -	$ 82,411	$ -	$ -	$ 82,411	0.000%
2	1	Highly-Qualified Educators & Leadership	ALL	Yes	LEA-wide	All	Edward B. Cole Sr. Academy	ongoing	$ 1,917,133	$ 50,000	$ 1,967,133	$ -	$ -	$ -	$ 1,967,133	0.000%
2	2	Professional Learning	ALL	No	LEA-wide		Edward B. Cole Sr. Academy	ongoing	$ 90,587	$ 67,750	$ 67,750	$ 90,587	$ -	$ -	$ 158,337	0.000%
2	3	Standards-aligned Curriculum & Instructional Materials	ALL	No	LEA-wide		Edward B. Cole Sr. Academy	ongoing	$ -	$ 113,600	$ 88,600	$ 25,000	$ -	$ -	$ 113,600	0.000%
2	4	Technology Access & Integration for Students & Educators	ALL	No	LEA-wide		Edward B. Cole Sr. Academy	ongoing	$ -	$ 201,180	$ 126,180	$ 75,000	$ -	$ -	$ 201,180	0.000%
3	1	Safe & Inclusive Learning Environment	ALL	No	LEA-wide		Edward B. Cole Sr. Academy	ongoing	$ -	$ 81,005	$ 81,005	$ -	$ -	$ -	$ 81,005	0.000%
3	2	Parent Advisory Committees	ALL	No	LEA-wide		Edward B. Cole Sr. Academy	ongoing	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
3	3	Parent & Family Engagement – Supporting Student Learning at Home & School	ALL	Yes	LEA-wide	English Learners and Low-Income	Edward B. Cole Sr. Academy	ongoing	$ 121,629	$ 18,200	$ 139,829	$ -	$ -	$ -	$ 139,829	0.000%
3	4	Safe, Clean & Well-Maintained Facilities	ALL	No	LEA-wide		Edward B. Cole Sr. Academy	ongoing	$ 70,560	$ 410,384	$ 480,944	$ -	$ -	$ -	$ 480,944	0.000%

2026-27 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
$ 4,945,323	$ 1,843,493	37.278%	0.000%	37.278%	$ 2,961,538	0.000%	59.886%	**Total:**	$ 2,961,538
								LEA-wide Total:	$ 2,961,538
								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	2	Academic Supports to Address ELA & Math Achievement Gaps	Yes	LEA-wide	All	Edward B. Cole Sr. Academy	$ 284,098	0.000%
1	3	Social-emotional, Behavioral, and Mental Health Supports	Yes	LEA-wide	All	Edward B. Cole Sr. Academy	$ 570,479	0.000%
2	1	Highly-Qualified Educators & Leadership	Yes	LEA-wide	All	Edward B. Cole Sr. Academy	$ 1,967,133	0.000%
3	3	Parent & Family Engagement – Supporting Student Learning at Home & School	Yes	LEA-wide	English Learners and Low-Income	Edward B. Cole Sr. Academy	$ 139,829	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).