



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
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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.

Edison Bethune Charter Academy (EBCA) is located in Southwest Fresno and serves approximately 368 students in grades TK-6.

The student population is 69% Hispanic, 24% African American, 4% Asian, and 3% other. Approximately 94% of students are identified as socioeconomically disadvantaged, 20% are English Learners, 9% receive special education services, and less than 1% are identified as foster youth.

EBCA is situated in a community that values education and strong school-family partnerships. Over the past few years, the school has experienced a slight decline in enrollment, which may be attributed to changes in housing availability and families relocating outside of the immediate area.

The community of Southwest Fresno embraces our motto, “Each One, Teach One; Each One, Reach One...” by Mary McLeod Bethune, and is proud of the success our school has made since we became a Charter in 1999. EBCA’s vision is: “We, the learning community of Edison Bethune Charter Academy, believe all children can learn. By receiving a world class education, all students will be academically prepared to compete globally” and our Mission of: “Edison Bethune Charter Academy’s mission is to provide all students with a rigorous standards - based curriculum to achieve success. Every child is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, EBCA is dedicated to providing a world class education to ensure the academic advancement of every child.”

EBCA does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

Strengths & Progress

EBCA demonstrated overall growth across multiple Dashboard indicators. In English Language Arts (ELA), the school increased by 7.1 points, and in Mathematics, scores increased by 11.8 points, indicating positive progress in academic achievement. Additionally, 67.3% of students improved in ELA and 74% improved in Mathematics, with math growth identified as accelerated.

English Learner Progress is a significant strength, with 56.6% of students making progress toward English proficiency, increasing by 18.4% and placing the school in the Blue performance level. This reflects strong implementation of language development supports.

In student engagement and school climate, Chronic Absenteeism decreased by 8.0 points, and the Suspension Rate declined to 1.5%, placing EBCA in the Green performance level. These improvements suggest progress in attendance supports and behavior systems.

Based on the 2023 California School Dashboard, our African American student group was in the red level and were 75.2 points below standard in ELA with a decline of 4.8 points from the 2022 CA Dashboard. This was the only group in the red performance level in all categories. Subsequent Dashboard data indicates improvement, with this student group no longer in the red performance level in more recent years.

Areas for Improvement

In English Learners in ELA, English Learners remain in the red status at 79.3 points below standard despite overall schoolwide gains, indicating a continued and significant need for targeted academic support. While English Learner Progress improved to 56.6% making progress toward English proficiency, English Learners continue to perform well below standard in ELA. This gap highlights the need to strengthen instructional strategies that integrate both language development and grade-level content.

EBCA's Mathematics performance improved by 11.8 points; however, the school remains 45.9 points below standard overall. While no student group is currently in the red performance level, students are still performing below standard across groups. This indicates a continued need to strengthen math instruction, increase student engagement, and provide targeted interventions to support student achievement.

Next Steps

EBCA will continue to strengthen core instruction in reading and mathematics through targeted small group support, differentiated instruction, and ongoing use of assessment data to guide instruction. Additional focus will be placed on improving outcomes for English Learners through integrated and designated ELD support.

EBCA will also continue to implement strategies to improve attendance and maintain low suspension rates, including attendance incentives, positive behavior supports, and family engagement efforts. EBCA will monitor student group performance closely to ensure continued growth and equitable outcomes for all students.

Learning Recovery Emergency Block Grant (LREBG)

EBCA does not have unexpended LREBG funds from the initial allocation; however, EBCA received an additional allocation for the 2026-27 school year, which will be utilized to support continued academic recovery efforts.

LREBG funded actions may be found in Goal 1, Action 6.

EBCA's needs assessment substantiated findings that there is a continued need to address low academic performance in English Language Arts and Mathematics, particularly for English Learners and Low-Income students. Based on this, Goal 1, Action 6 directly addresses the identified need by supporting teacher salaries to maintain reduced class sizes, allowing for more individualized instruction, targeted small group support, and differentiated instruction. These actions align with the allowable uses of funds in the areas of improving academic instruction and providing supports to address learning loss.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

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
Teachers	<p>We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Teachers Nature/Title of the meeting: Educational Partner Feedback from Teachers - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Principal	<p>We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Principal Nature/Title of the meeting: Educational Partner Feedback from Principal - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Administrators	<p>We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Administrators Nature/Title of the meeting: Educational Partner Feedback from Administrators - LCAP draft review</p>

Educational Partner(s)	Process for Engagement
	Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Other School Personnel	<p>We presented the draft to our classified staff at a year end staff meeting Date and Time: 4/27/2026 at 9:00am Educational Partners: Other School Personnel Nature/Title of the meeting: Educational Partner Feedback from Other School Personnel - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Certificated Bargaining Unit (EBCA does not have a Classified Bargaining Unit)	<p>We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 4/29/2026 at 3:30pm Educational Partners: Collective Bargaining Unit - Teachers only Nature/Title of the meeting: Educational Partner Feedback from Teachers - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p> <p>A draft of the LCAP was given to the Fresno Teachers Association Representative via email on 4/29/2026.</p>
Parents	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/01/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: Parents Nature/Title of the meeting: Educational Partner Feedback from Parents - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Submission to Applicable Committees (PAC)	We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was

Educational Partner(s)	Process for Engagement
	<p>sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/01/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: PAC Nature/Title of the meeting: Educational Partner Feedback from PAC - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Submission to Applicable Committees (DELAC)	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/01/2026 - 4/15/2026. Date and Time: 4/23/2026 at 8:00am Educational Partners: DELAC Nature/Title of the meeting: Educational Partner Feedback from DELAC - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Students	<p>Date and Time: 4/15/2026 and 4/16/2026 Educational Partners: Students (5th and 6th Grade) Nature/Title of the Meeting: Student Input - LCAP Survey (Kelvin Education) Topics Discussed: Students completed a survey to provide input on school climate, academic support (reading and math), student engagement, and overall school experience. Feedback focused on areas such as feeling supported by teachers, access to help, safety, and sense of belonging. Student input was used to help inform LCAP priorities related to academic achievement and school climate.</p>
Charter SELPA Consultation	<p>We emailed the draft to the Charter SELPA requesting feedback Date and Time email was sent: 4/29/2026 Educational Partners: Charter SELPA Nature/Title of the email: Educational Partner Feedback from Charter SELPA - LCAP draft review</p>

Educational Partner(s)	Process for Engagement
	Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27
Public Comment	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online. Survey link and draft was sent via ParentSquare, Facebook, and the April Newsletter on 4/08/2026. The survey was open from 4/01/2026 - 4/15/2026.</p> <p>Date and Time: 4/23/2026 at 8:00am Educational Partners: DELAC Nature/Title of the meeting: Educational Partner Feedback from DELAC - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Public Hearing	<p>We presented the draft to the public in a public hearing at the Board Meeting</p> <p>Date and Time: Board Meeting on 5/28/2026 at approx. 5:45pm Educational Partners: Parents & Community Nature/Title of the meeting: Educational Partner Feedback from Parents and Community - LCAP draft Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Adoption by the governing board	<p>We presented the final version for the LCAP for 2024-27 and Annual Update for 2026-27 to the Board</p> <p>Date and Time: Board Meeting on 6/18/2026 at approx. 5:45pm Educational Partners: Governing Board Nature/Title of the meeting: Adoption of the 2024-27 LCAP and Annual Update for 2025-26 Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27</p>
Budget Adoption and Local Indicator Report to governing board	<p>We presented the 2026-27 Budget and Local Indicators to the Board</p> <p>Date and Time: Board Meeting on 6/18/2025 at approx. 5:45pm Educational Partners: Governing Board Nature/Title of the meeting: Adoption of the 2026-27 Budget and Local Indicator Report</p>

Educational Partner(s)	Process for Engagement
	Topics Discussed: Reviewed the Annual Update for 2025-26 and the LCAP for 2024-27

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

Closing the achievement gap and improving student engagement were key priorities identified through feedback from students, families, and staff. Student survey results indicated that while many students feel supported academically, there is a need to improve engagement, sense of belonging, and overall enjoyment of school. In response to this feedback, EBCA prioritized Goal 1 actions, including continued investment in 1:1 technology (Action 1.5), professional development to strengthen instructional practices (Action 1.2), and expanded small group instruction and targeted academic support.

Educational partner feedback also emphasized the importance of school climate, including student safety, behavior expectations, and attendance. As a result, EBCA prioritized Goal 2 actions focused on student engagement and support systems. These include maintaining a full-time School Counselor and contracting with FCOE for School Psychologist services (Actions 2.1-2.2), as well as implementing attendance supports, direct family outreach, and attendance and behavior incentives (Actions 2.3-2.6).

Feedback from families and staff also highlighted the need for stronger communication and increased opportunities for involvement. In response, EBCA will continue to expand communication through ParentSquare, newsletters, and meetings, and provide additional opportunities for family engagement.

These decisions reflect EBCA’s commitment to using educational partner input to guide priorities, allocate resources, and implement actions that improve both academic outcomes and overall school climate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize achievement for all students and all subgroups.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data at Edison Bethune Charter Academy (EBCA) shows a need to increase the academic achievement of all students, including Low Income, and English Learners. The action and metrics associated with this goal were chosen specifically to target and improve academic performance of all students, Low Income, and English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	86.5% Clear Data Year: 2021-22 Data Source: 2023 Dashboard	91.8% Clear Data Year: 2022-23 Data Source: 2024 Dashboard	89.8% Clear Data Year: 2023-24 Data Source: 2025 Dashboard	95% Clear	+3.3% Clear
1.2	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2023-24 Data Source: Local Indicators on Dashboard Fall 2024	100% Data Year: 2024-25 Data Source: Local Indicators on Dashboard Fall 2025	100% Data Yr: 2026-27 Data Source: Dashboard Fall 2027	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Implementation of standards for all students and enable ELs access to Common Core State Standards (CCSS) and English Language Development (ELD) standards	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024	Full Implementation Data Year: 2023-24 Data Source: Local Indicators on Dashboard Fall 2024	Full Implementation Data Year: 2024-25 Data Source: Local Indicators on Dashboard Fall 2025	Full Implementation & Sustainability Data Yr: 2026-27 Data Source: Dashboard Fall 2027	No difference
1.4	Smarter Balanced ELA Distance from Standard	All: -50 EL: -66.2 LI: -51.9 LI AA: -75.2 FY: Less than 11 students. SWD: -90.4 Data Year: 2022-23 Data Source: 2023 State Dashboard	All: -49.9 EL: -70.6 LI: -51.8 LI AA: -65.9 FY: Less than 11 students. SWD: -99 Data Year: 2023-24 Data Source: 2024 State Dashboard	All: -42.7 EL: -79.3 LI: -45.9 LI AA: -63.5 FY: Less than 11 students. SWD: -107.4 Data Year: 2024-25 Data Source: 2025 State Dashboard	All: -30 EL: -46 LI: -31 LI AA: -55.2 FY: Less than 11 students SWD: -70 Data Yr: 2025-26 Data Source: Dataquest	All: Improved 7.3 EL: Declined 13.1 LI: Improved 6 LI AA: Improved 11.7 FY: Less than 11 students SWD: Declined 17
1.5	Smarter Balanced Math Distance from Standard	All: -52 EL: -65.6 LI: - 53.8 LI AA: -74.8 FY: Less than 11 students. SWD: -94.2 Data Year: 2022-23 Data Source: 2023 State Dashboard	All: -57.8 EL: -67.2 LI: -59.8 LI AA: -77.9 FY: Less than 11 students. SWD: -106.3 Data Year: 2023-24 Data Source: 2024 State Dashboard	All: -45.9 EL: -60.8 LI: -48.6 LI AA: -69 FY: Less than 11 students. SWD: -115.8 Data Year: 2024-25 Data Source: 2025 State Dashboard	All: -32 EL: -45 LI: -33 LI AA: -50 FY: Less than 11 students SWD: -74 Data Year: 2025-26 Data Source: 2026 State Dashboard	All: Improved 6.1 EL: Improved 4.8 LI: Improved 5.2 LI AA: Improved 5.8 FY: Less than 11 students SWD: Declined 21.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	SBAC ELA: Percentage of students assessed meeting or exceeding standard.	All: 31.03% EL: 14.29% LI: 30.74% LI AA: 22.06% FY: Less than 11 students. SWD: 20% Data Year: 2022-23 Data Source: CAASSP	All: 28.75% EL: 8.0% LI: 28.33% LI AA: 16.92% FY: Less than 11 students. SWD: 3.85% Data Year: 2023-24 Data Source: CAASSP	All: 32.21% EL: 10.26% LI: 31.34% LI AA: 16.92% FY: Less than 11 students. SWD: 15.15% Data Year: 2024-25 Data Source: CAASSP	All: 40.0% EL: 23.0% LI: 39.0% LI AA: 31% FY: Less than 11 students SWD: 29% Data Yr: 2025-26 Data Source: CAASSP	All: 1.18% EL: -4.03% LI: 0.60% LI AA: -5.14% FY: Less than 11 students. SWD: -4.85%
1.7	SBAC Math: Percentage of students assessed meeting or exceeding standard.	All: 23.37% EL: 14.28% LI: 23.36% FY: Less than 11 students. SWD: 12% Data Year: 2022-23 Data Source: CAASSP	All: 26.14% EL: 9.8% LI: 25.22% LI AA: 21.54% FY: Less than 11 students. SWD: 15.38% Data Year: 2023-24 Data Source: CAASSP	All: 31.10% EL: 15.38% LI: 30.69% LI AA: 21.54% FY: Less than 11 students. SWD: 12.12% Data Year: 2024-25 Data Source: CAASSP	All: 33.0% EL: 24.0% LI: 33.0% FY: Less than 11 students SWD: 22% Data Yr: 2025-26 Data Source: CAASSP	All: +7.73% EL: 1.1% LI: +7.33% LI AA: FY: Less than 11 students. SWD: +0.12%
1.8	California Science Test (CAST) Met or Exceeded Standard	All: 8.11% EL: 0% LI: 8.95% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2022-23 Data Source: CAASSP	All: 9.44% EL: 0% LI: 7.69% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2023-24 Data Source: CAASSP	All: 10.52% EL: Less than 11 students. LI: 9.26% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2024-25	All: 13% EL: 5% LI: 14% FY: Less than 11 students SWD: Less than 11 students Data Yr: 2025-26 Data Source: Dataquest	All: +1.33 EL: 0% LI: -1.26% FY: Less than 11 students SWD: Less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: CAASSP		
1.9	ELPAC: Percentage of EL students making progress toward English Proficiency	58.2% Data Year: 2023 Data Source: ELPAC	38.2% Data Year: 2024 Data Source: 2024 State Dashboard	56.6% Data Year: 2025 Data Source: 2025 State Dashboard	65.0% Data Yr: 2026 Data Source: ELPAC	-1.6%
1.10	Broad Course of Study	100% Access to a Broad Course of Study Data Source: CA Dashboard	100% Access to a Broad Course of Study Data Source: Local Indicators on Dashboard Fall 2024	100% Access to a Broad Course of Study Data Source: Local Indicators on Dashboard Fall 2025	100% Access to a Broad Course of Study Data Source: CA Dashboard	No difference
1.11	ELPAC: Percentage of students assessed meeting or exceeding standard.	ELPAC Level 4- 11.70% Level 3- 35.11% Level 2- 30.85% Level 1- 23.34% Data Year: 2023 Data Source: ELPAC	ELPAC Level 4- 13.41% Level 3- 29.27% Level 2- 32.93% Level 1- 24.39% Data Year: 2024 Data Source: ELPAC	ELPAC Level 4- 8.96% Level 3- 29.85% Level 2- 41.79% Level 1- 19.40% Data Year: 2025 Data Source: ELPAC	ELPAC Level 4- 16.0% Level 3- 37.0% Level 2- 27.0% Level 1- 20.0% Data Yr: 2026 Data Source: ELPAC	ELPAC Level 4- -2.74% Level 3- -5.26% Level 2- 10.94% Level 1- -3.94%
1.12	Reclassification Rate	All EL: 13.3 % Data Year: 22-23 Data Source CALPADS	All EL: 8.34 % Data Year: 23-24 Data Source CALPADS	All EL: 12.1 % Data Year: 24-25 Data Source CALPADS Report 2.16 / Report 1.1	All EL: 15% Data Year: 2025-26 Data Source CALPADS	-1.2%
1.13	iReady ELA Local Benchmarks (Grades K-6)	N/A	All: 32% Above or On Grade Level	All: 28% Above or On Grade Level	All: 33% Above or On Grade Level	All: -4% EL: 0% LI: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 26% Above or On Grade Level LI: 32% Above or On Grade Level SWD: 18% Above or On Grade Level Data Year: 2024-25 Data Source: i-Ready Winter Diagnostic (New Metric Baseline)	EL: 10% Above or On Grade Level LI: 28% Above or On Grade Level SWD: 18% Above or On Grade Level Data Year: 2025-26 Data Source: i-Ready Winter Diagnostic	EL: 27% Above or On Grade Level LI: 33% Above or On Grade Level SWD: 20% Above or On Grade Level Data Year: 2026-2027 Data Source: i-Ready Winter Diagnostic	SWD: 0%
1.14	iReady Math Local Benchmarks (Grades K-6)	N/A	All: 19% Above or On Grade Level EL: 21% Above or On Grade Level LI: 19% Above or On Grade Level SWD: 7% Above or On Grade Level Data Year: 2024-25 Data Source: i-Ready Winter Diagnostic (New Metric Baseline)	All: 19% Above or On Grade Level EL: 13% Above or On Grade Level LI: 19% Above or On Grade Level SWD: 10% Above or On Grade Level Data Year: 2025-26 Data Source: i-Ready Winter Diagnostic	All: 22% Above or On Grade Level EL: 16% Above or On Grade Level LI: 22% Above or On Grade Level SWD: 13% Above or On Grade Level Data Year: 2026-2027 Data Source: i-Ready Winter Diagnostic	All: 0% EL: -8% LI: 0% SWD: +3%

Goal Analysis [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 1.1 Retain and Hire Staff

Implementation Status: Full Implementation

The goal of EBCA was to retain and hire teachers for both core and elective courses, as well as to provide substitute teachers. These staff members were essential in delivering the academic support students needed to maximize their achievement. The plan was fully implemented, ensuring that students received the necessary academic support. There were no challenges encountered during the implementation.

Action 1.2 Supplemental Instructional Support

Implementation Status: Full Implementation

EBCA successfully implemented a comprehensive academic support plan targeting low-income, African American, and English learner students. This plan aimed to address academic disparities in English Language Arts (ELA) and Mathematics through targeted instruction, expanded access to technology, and strengthened teacher collaboration and leadership.

EBCA provided tutoring and academic support in ELA and Mathematics through instructional assistants, supplemental curriculum, and academic counseling led by credentialed teachers. These services were specifically designed to support students who were struggling academically and contributed to measurable improvements in academic performance, particularly for low-income, African American, and English learner students.

Instructional aides delivered classroom tutoring, small-group instruction, and individualized academic support to meet specific learning needs. This direct instructional support enhanced access to the core curriculum and led to improved performance on local assessments, including ELA, Math, and the English Language Proficiency Assessments for California (ELPAC).

To bridge the digital divide, EBCA provided low-income, African American, and English learner students with access to essential technological resources, including computers or tablets, supplemental digital curriculum, and support from a dedicated technology director. This initiative ensured that all students had the tools necessary to participate fully in digital learning environments and develop critical 21st-century skills.

Structured collaboration time was built into the school schedule during daily instruction in art, computer science, and physical education, all led by credentialed teachers. This schedule allowed core content teachers to collaborate by grade level, analyze formative and summative assessment data, and develop strategies to address learning gaps among underserved student groups.

Additionally, the art, computer science, and PE teachers provided targeted intervention in reading skills through pull-out small group instruction for students who required further academic support.

EBCA employed a Curriculum and Instruction Director who provided leadership, instructional coaching, and professional development to all teachers. This role was instrumental in supporting the implementation of Common Core State Standards and fostering high-quality instruction. The director worked directly with teachers to develop interim assessments, conduct data analysis, implement differentiation strategies, and deliver ongoing professional development. These efforts contributed to growth in Smarter Balanced Assessment scores for ELA, Mathematics, and ELPAC.

This comprehensive approach directly addressed and improved the LEA-wide ELA performance indicator for African American students, successfully lifting them from red status. Notably, this overall action was carried out without any reported challenges, demonstrating the effectiveness of EBCA's strategic planning and implementation.

Action 1.3

English Language Acquisition and Support
Implementation Status: Full Implementation

EBCA fully implemented its planned actions to support academic progress for English Learner (EL) students through the provision of both designated and integrated English Language Development (ELD). These efforts were designed to support language acquisition and improve access to the core curriculum for EL students.

As part of this initiative, EBCA provided professional development for teachers to strengthen instructional practices in both designated and integrated ELD. In classrooms with a small number of EL students, designated ELD was delivered through small group instruction while the rest of the class engaged in independent review activities. In other grade levels, students were combined into a single classroom for designated ELD, which proved to be a more effective model.

Despite these efforts, a decline in EL performance on the state assessment was observed. This outcome highlighted the continued need for improved instructional strategies and more effective interventions to support EL students' language development and academic achievement. In response, EBCA maintained and will refine its current strategies with an increased focus on the following:

Provision of Supplemental ELD Materials and Supports: Additional instructional resources in reading, literacy, and technology were provided to support both English Learners and Redesignated Fluent English Proficient (RFEP) students experiencing academic difficulties. These materials were intended to accelerate language acquisition and support access to core academic content.

Targeted Professional Development: Teachers participated in professional learning sessions focused on the effective use of ELD materials, instructional differentiation for diverse learners, and integration of best practices. Ongoing coaching and support were provided to ensure successful implementation.

Enhanced Language Development Programs: Targeted programs were offered to support EL students in developing language proficiency and transitioning successfully into mainstream instruction. Supports included the use of bilingual instructional assistants, supplemental curriculum, and teacher-led language interventions.

Instructional Aide Support: Classroom instructional aides provided tutoring, small group instruction, and targeted academic support to address individual student needs. This ongoing support increased student access to grade-level curriculum and improved performance on local assessments, including ELA and ELPAC.

EBCA remained committed to supporting English Learners through strategic instructional practices, enhanced resources, and professional capacity-building to ensure improved academic outcomes and language proficiency growth.

Action 1.4

Increased Instructional Time and Standards-Aligned Curriculum
Implementation Status: Full Implementation

EBCA successfully implemented its planned action to support academic gains on state and local assessments by providing all students with more instructional time than required by state statute. This extended instructional time allowed educators to deliver rigorous and engaging curriculum that was both state and/or locally approved, aligning with the California State Standards and EBCA's Instructional Expectations. Additionally, EBCA ensured that all students had access to a broad course of study encompassing all core academic subjects. This comprehensive curriculum included computer science, art, and physical education, each taught by credentialed teachers specializing in those disciplines.

This action was implemented without any obstacles.

Action 1.5

Technology/Assessment Resources

Implementation Status: Full Implementation

EBCA successfully implemented its initiative to enhance instructional support for Low Income and English Learner (EL) students through the strategic integration of technology and formative assessment tools. As part of this action, EBCA purchased, updated, and maintained technology resources in all classrooms. These resources were utilized to deliver digital instruction and intervention during regular instructional hours, as well as during extended learning time, specifically targeted to the needs of Low Income and EL students.

To strengthen the monitoring of student academic progress, EBCA invested in formative assessment systems. Beginning in the 2024–25 academic year, I-Ready was added to the school's assessment suite to provide comprehensive reading diagnostics for students in Kindergarten through Grade 6. Students participated in these assessments at multiple points throughout the year.

The data derived from these systems informed instructional planning and enabled educators to provide targeted, data-driven instruction in English Language Arts, Mathematics, and English Language Development. This approach addressed individual learning needs and promoted academic growth. EBCA anticipated that these efforts would lead to improved student outcomes, as reflected in future performance on the Smarter Balanced Assessments (SBAC) and the English Language Proficiency Assessments for California (ELPAC).

This action was fully implemented without any obstacles.

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.

Explanation of Material Differences between budgeted expenditures and estimated actual expenditures:

No material differences.

Explanation of material differences between the planned percentages of improved services and estimated actual percentages of improved services:

Action 3 - English Language Acquisition and Support - Qualifying expenses related to bilingual services were included that were not originally budgeted for.

Action 4 - Increased Instructional Time and Standards-Aligned Curriculum - Qualifying expenses related to curriculum and salaries were reclassified and paid out of Learning Recovery Emergency Block Grant in addition to the LCFF funding.

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

Action 1.1: Retain and Hire Staff

Effectiveness Rating: Somewhat Effective

Based on the following metrics from CAASPP and ELPAC state assessments:

English Language Arts (ELA):

Overall, ELA scores remained consistent with the previous year, showing no significant change in schoolwide performance. However, there were notable variations among student subgroups:

- The African American student group demonstrated significant improvement, with an increase of 9.3 points.
- The Hispanic student group experienced a decline of 3.6 points.
- The English Learner (EL) group declined by 4.4 points.
- The Socioeconomically Disadvantaged (SED) group maintained performance at the same level as the previous year.

Mathematics:

Schoolwide performance in mathematics declined by 5.8 points. Student group performance is summarized as follows:

- The African American student group declined by 3.2 points.
- The Hispanic student group declined by 5.2 points.
- The English Learner group maintained their previous performance level.
- The Socioeconomically Disadvantaged group declined by 6.1 points.

English Learner Progress:

Progress for English Learners decreased significantly, with a 20% decline, indicating a need for targeted interventions and additional support.

Although overall academic progress did not meet expectations, the substantial growth observed among African American students in ELA is a positive outcome. The data highlights the urgent need to address achievement gaps among other student groups, particularly English Learners and Socioeconomically Disadvantaged students.

The action of retaining and hiring qualified staff was somewhat effective in addressing student achievement, as reflected in the gains seen within specific student groups. Continued investment in staff retention and recruitment is essential to ensure consistent instructional quality and improved student outcomes.

Action 1.2 Supplemental Instructional Support

Effectiveness Rating: Somewhat Effective

EBCA implemented a comprehensive support plan that included tutoring, supplemental curriculum, expanded technology access, structured teacher collaboration, and targeted small-group instruction. This specific action was somewhat effective, particularly in supporting gains among African American students in ELA. However, the lack of academic gains among EL, Hispanic, and SED students particularly in math and language development indicates that the current strategies require refinement and greater differentiation to meet diverse student needs.

Action 1.3 English Language Acquisition and Support Effectiveness Rating: Somewhat Effective

To support academic gains for English Learner (EL) students, EBCA implemented designated and integrated English Language Development (ELD), provided professional development for teachers, and employed instructional aides to assist with tutoring and targeted instruction. These measures were intended to enhance language acquisition and increase access to the core curriculum. Based on the data provided, the action was somewhat effective, with mixed results across student groups and content areas. In English Language Arts (ELA), overall schoolwide performance remained stable; however, EL students experienced a decline of 4.4 points, indicating limited effectiveness of the implemented strategies for this group. Notably, African American students showed significant improvement (+9.3 points), while Hispanic students declined (-3.6 points), and socioeconomically disadvantaged students maintained prior performance levels. Of particular concern is the 20% decrease in English Learner Progress, highlighting a need for more targeted and effective language development interventions. This decline suggests that while structures were in place, they did not sufficiently support measurable language growth for EL students.

Action 1.4 Increased Instructional Time and Standards-Aligned Curriculum Effectiveness Rating: Somewhat Effective

EBCA implemented several actions to support student academic achievement, including providing instructional minutes beyond the state-required minimum, ensuring access to a broad course of study, and utilizing state-adopted curriculum aligned to California State Standards. This action was somewhat effective in improving state assessment scores, as reflected in the varied performance outcomes among student groups. The additional instructional time and access to a standards-aligned curriculum contributed to maintaining consistent English Language Arts (ELA) scores schoolwide, with no significant overall change. Notably, the African American student group demonstrated improvement in ELA, increasing by 9.3 points, suggesting that some subgroups benefited from the supports provided. However, other student groups showed mixed results. Hispanic students declined by 3.6 points, and English Learner (EL) students declined by 4.4 points in ELA. The Socioeconomically Disadvantaged (SED) group maintained performance levels. In mathematics, schoolwide performance declined by 5.8 points, with subgroup declines ranging from 3.2 to 6.1 points. However, EL students maintained their previous performance level, indicating that while gains were not achieved, the supports may have helped prevent further decline. Despite these efforts, English Learner Progress decreased by 20%, signaling a critical need for more focused and effective interventions to support language development and academic growth for EL students. In conclusion, while the extended instructional minutes and use of standards-aligned curriculum provided structural support and were somewhat effective in improving state assessment scores for certain subgroups, the impact was inconsistent. Continued refinement of instructional practices and targeted supports is essential to achieve equitable academic outcomes for all students.

Action 1.5 Technology/Assessment Resources Effectiveness Rating: Somewhat Effective

EBCA implemented actions to support educational technology proficiency among low-income and English Learner (EL) student groups by purchasing and maintaining technology resources for each classroom. These resources were used to provide digital instruction and intervention, with the goal of improving access to modern assessments and curriculum aligned to state standards.

This action was somewhat effective in supporting the educational technology proficiency of these student groups. By equipping classrooms with necessary technology, EBCA ensured that low-income and EL students had increased access to digital learning tools and platforms, enabling them to engage with state-adopted instructional materials and participate in computer-based assessments. While this investment contributed to maintaining schoolwide performance levels in English Language Arts (ELA) and supporting EL students in maintaining performance in mathematics, it did not lead to consistent academic gains across all targeted groups. Specifically: EL students' ELA scores declined by 4.4 points, and their overall progress in English language development declined by 20%, indicating that access to technology alone was not sufficient to drive measurable improvements in language acquisition. Low-income (SED) students maintained performance levels in ELA but experienced a decline of 6.1 points in mathematics, suggesting that additional instructional or support strategies may be needed alongside technology integration. In summary, the provision of educational technology was somewhat effective in supporting foundational digital access and instructional delivery for low-income and EL students. However, the impact on academic outcomes was limited, underscoring the need to pair technology access with targeted instructional strategies, digital literacy support, and ongoing professional development to fully realize its benefits.

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.

Metric 1.5: Updated to include Low-Income African American (LI AA) subgroup data to better align with California School Dashboard reporting. This addition allows for clearer monitoring of student group performance and supports more targeted decision-making.

Metric 1.13 and 1.14: Subgroups were revised to ensure consistency in data reporting and now include All Students, English Learners (EL), Low Income (LI), and Students with Disabilities (SWD). Baseline data was also updated to reflect these subgroup categories, allowing for more accurate tracking of student performance and subgroup trends over time. These changes were made to improve alignment, data clarity, and the ability to monitor targeted student outcomes based on prior reflections.

Action 1.4: Increased Instructional Time and Standards-Aligned Curriculum

The action was edited to move the increased instruction time to action 1.6 as it relates more to the new action for the LREBG funding.

Action 1.5: Technology/Assessment Resources

As part of its commitment to academic excellence, EBCA has implemented the i-Ready assessment program to support efforts in improving student achievement and to enable consistent monitoring of student progress over time. The integration of this platform reflects the school's strategic focus on data-driven instruction and continuous improvement in educational outcomes.

Action 1.6: Increased Instructional Time and Lower Class Size and removed Standards-Aligned Curriculum and Broad Course of Study

This action was added for the Learning Recovery Emergency Block Grant (LREBG)

Adjusted Year 3 iReady Math and ELA target outcomes to reflect more attainable and realistic growth based on prior i-Ready performance trends. Targets were revised to align with actual student growth patterns and support accurate monitoring of progress and continuous improvement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and Hire Staff	EBCA will retain and hire teachers for all core and elective courses, in addition to providing substitute teachers. These staff will provide the academic support needed for our students to maximize their achievement.	\$2,169,290.52	No
1.2	Supplemental Instructional Support	EBCA will provide: Tutoring and academic support - Instructional Aides Language support programs - Instructional Aides Collaboration opportunities Curriculum Instruction Director This action will address the red (lowest performance level) indicators on the 2023 CA Dashboard: LEA-wide: ELA: African American	\$1,557,108.66	Yes
1.3	English Language Acquisition and Support	EBCA will provide: Designated and Integrated ELD instruction Professional development to teachers in EL instruction Provide ELD supplemental resources and supports Instructional Aides	\$111,034.83	Yes
1.4	Standards-Aligned Curriculum	EBCA will provide: Standards aligned and state adopted curriculum Access to a broad course of study	\$26,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Technology/Assessment Resources	EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction EBCA will purchase formative assessment systems to monitor student progress throughout the year.	\$192,158.83	Yes
1.6	Increased Instructional Time and Lower Class Size - LREBG Action	EBCA will provide with LREBG Resources: Increased Instruction Time Lower Class size then surrounding schools	\$89,304.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students at EBCA will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school climate with strong parent engagement and community support that furthers the learning of all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed because parent engagement and community support at Edison Bethune Charter Academy (EBCA) supports an increase to academic achievement of all students, including Low Income, English Learners, and Foster Youth students. The action and metrics associated with this goal were chosen specifically to target and improve parent engagement with all student's households to assist in closing the achievement gaps. The metrics will illustrate the parent participation of both all students and student groups with performance gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek parent input & promote parental participation in programs for Low Income, English Learners, and Foster Youth and students with exceptional needs.	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Initial Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Year: 2024-25 Data Source: Local Indicator Report	Full Implementation Data Yr: 2026-27 Data Source: Local Indicator Report	Improvement from Initial Implementation to Full Implementation
2.2	Attendance Rate	92.54% Data Year: 2023-24 Data Source: P-2	94.43% Data Year: 2024-25 Data Source: P-2	92.67% Data Year: 2025-26 Data Source: P-2	93.03% Data Yr: 2026-27 Data Source: P-2	+0.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism	All: 30.7% LI: 31.5% EL: 28.9% Data Year: 2022-23 Data Source: CA School Dashboard	All: 29.2% LI: 29.8% EL: 25.3% Data Year: 2023-2024 Data Source: CA School Dashboard	All: 21.2% LI: 22.2% EL: 11.7% Data Year: 2024-2025 Data Source: CA School Dashboard	All: 20% LI: 20% EL: 20% Data Yr: 2025-26 Data Source: CA School Dashboard	All: -9.5% LI: -9.3% EL: -17.2%
2.4	Suspension Rate	All: 5% LI: 5% EL: 5.2% Data Year: 2022-23 Data Source: CA School Dashboard	All: 3.2% LI: 3.3% EL: 2.9% Data Yr: 2023-2024 Data Source: CA School Dashboard	All: 1.5% LI: 1.3% EL: 1.2% Data Year: 2024-2025 Data Source: CA School Dashboard	All: 3% LI: 3% EL: 3% Data Yr: 2025-26 Data Source: CA School Dashboard	All: -3.5% LI: -3.7% EL: -4%
2.5	Expulsion Rate	0% Data Year: 2022-23 Data Source: CA School Dashboard	0% Data Year: 2023-2024 Data Source: CA School Dashboard	0% Data Year: 2024-2025 Data Source: CA School Dashboard	Below 1% Data Source: CA School Dashboard	No difference
2.6	Sense of safety and school connectedness	Family Survey: <ul style="list-style-type: none"> Barriers to Engagement: 83% Family Engagement: 28% School Climate: 67% Teachers/Staff Survey: <ul style="list-style-type: none"> Resources: 45.5% 	Family Survey: <ul style="list-style-type: none"> Barriers to Engagement: 91% Family Engagement: 24% School Climate: 77% Teachers/Staff Survey:	Family Survey: <ul style="list-style-type: none"> Barriers to Engagement: 83% Family Engagement: 41% School Climate: 83% Teachers/Staff Survey:	Family Survey: <ul style="list-style-type: none"> Barriers to Engagement: 85% Family Engagement: 45% School Climate: 80% Teachers/Staff Survey:	Family Survey: <ul style="list-style-type: none"> Barriers to Engagement: No Difference Family Engagement: +13% School Climate: +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> School Climate:42.5% School Leadership: 36.2% Staff-Leadership Relationships: 49% <p>Students Survey (3rd - 6th grade):</p> <ul style="list-style-type: none"> School Climate: 45% School Rigorous Expectations: 55% School Safety: 39.5% School Teacher-Student Relationships: 48.5% Valuing of School: 54% <p>Data Year: Fall 2023 Data Source: Panorama Survey</p>	<ul style="list-style-type: none"> Resources: 57.5% School Climate: 44% School Leadership: 42.5% Staff-Leadership Relationships: 58% <p>Students Survey (3rd - 6th grade):</p> <ul style="list-style-type: none"> School Climate: 40.5% <p>School - Rigorous Expectations: 57.5%</p> <ul style="list-style-type: none"> School Safety: 46.5% School Teacher-Student Relationships: 54.5% Valuing of School: 54% <p>Data Year: Fall 2024</p>	<ul style="list-style-type: none"> Resources: 42% School Climate: 23% School Leadership: 12% Staff-Leadership Relationships: 33% <p>Students Survey (3rd - 6th grade):</p> <ul style="list-style-type: none"> School Climate: 36% School Rigorous Expectations: 59% School Safety: 43% School Teacher-Student Relationships: 53.5% Valuing of School: 58% <p>Data Year: Fall</p>	<ul style="list-style-type: none"> Resources: 60% School Climate:60% School Leadership: 50% Staff-Leadership Relationships: 65% <p>Students Survey (3rd - 6th grade):</p> <ul style="list-style-type: none"> School Climate: 60% School Rigorous Expectations: 70% School Safety: 55% School Teacher-Student Relationships:65% Valuing of School: 70% <p>Data Year: Fall 2026</p>	<p>Teachers/Staff Survey:</p> <ul style="list-style-type: none"> Resources: -3.5% School Climate: -19.5% School Leadership: -24.2% Staff-Leadership Relationships: -16% <p>Students Survey (3rd - 6th grade):</p> <ul style="list-style-type: none"> School Climate: -9% School Rigorous Expectations: +4% School Safety: +3.5% School Teacher-Student Relationships: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Panorama Survey	2025 Data Source: Panorama Survey	Data Source: Panorama Survey	<ul style="list-style-type: none"> Valuing of School: +4%
2.7	Facilities maintained in good repair	95.42% - School Rating - Good Data Year: 2023-24 Data Source: Local Indicator Report - Facilities Inspection Tool	97.74% - School Rating - Good Data Year: 2024-25 Data Source: Local Indicator Report - Facilities Inspection Tool	98.36% - School Rating - Good Data Year: 2025-26 Data Source: Local Indicator Report - Facilities Inspection Tool	97% - School Rating - Good Data Year: 2026-27 Data Source: Local Indicator Report - Facilities Inspection Tool	+2.94%

Goal Analysis [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.

Edison-Bethune Charter Academy (EBCA) carried out nearly all planned actions under Goal 2. Actions 2.1, 2.3, 2.4, 2.5, 2.6, and 2.7 were fully implemented as planned.

Action 2.2 (Parent and Community Communication) was partially implemented. EBCA used monthly newsletters, school climate surveys, and Parent Square to communicate with families. The Parent/Student Handbook was available on the school website, but printed copies were not provided this year. EBCA plans to provide printed handbooks next year.

A key success was having a consistent group of parents who attended monthly meetings and actively participated in conversations (Action 2.1). Parent Square also proved effective in keeping families informed about school news and events (Action 2.2).

One challenge was getting more parents to attend meetings and events (Action 2.1). Increasing overall parent participation remains a focus for the coming year.

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.

Explanation of Material Differences between budgeted expenditures and estimated actual expenditures:

Action 7 - Facilities and Operational Expenses - Overall costs came in underbudget

Explanation of material differences between the planned percentages of improved services and estimated actual percentages of improved services:

Action 1 - Parent Involvement Classes and Fingerprinting - We provided in house parent classes this year, and had less volunteers requiring fingerprinting.

Action 5 - Engaging and Educational School Activities - We implemented new attendance engagement strategies to help with our chronic absenteeism and overall attendance percentage, and we are really pleased with the results of 1.89% increase in attendance.

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

The actions outlined in Goal Two supported the progress in meeting the following goal: All students at EBCA will have a safe and healthy environment to achieve social, emotional, and academic success by improving school attendance rates and overall school climate with strong parent engagement and community support that furthers the learning of all students.

EBCA used the following rating scale to assess the effectiveness of the actions taken toward achieving the goal. Ratings were determined by reviewing educational partner input and performance metrics.

Rating Scale (lowest to highest):

- Not Effective
- Somewhat Effective
- Effective

Action 2.1: Parent Involvement and Engagement
Effectiveness Rating: Somewhat Effective

EBCA implemented monthly parent meetings, parent-teacher conferences, and opportunities for parent participation through committees such as PAC and ELAC. Communication was supported through ParentSquare, flyers, and outreach efforts. Based on available data, this action was somewhat effective. Parent engagement improved from Initial Implementation to Full Implementation, and family survey results showed increases in family engagement (+13%) and school climate (+16%). Additionally, a consistent group of parents actively participated in monthly meetings.

However, overall participation rates remain limited, and barriers to engagement showed no change for certain student groups. This indicates a need to expand outreach strategies and increase accessibility to encourage broader parent participation.

Action 2.2: Parent and Community Communication

Effectiveness Rating: Somewhat Effective

EBCA utilized multiple communication platforms, including ParentSquare, monthly newsletters, school climate surveys, and the Parent/Student Handbook to keep families informed. This action was somewhat effective, as communication tools such as ParentSquare and newsletters improved family awareness and contributed to increased engagement metrics. However, the Parent/Student Handbook was not distributed in printed form as originally planned, which limited access for some families.

While family engagement increased, staff survey data showed declines in school climate (-19.5%), leadership (-24.2%), and staff relationships (-16%), indicating that communication efforts may need to be strengthened internally as well as externally.

Action 2.3: Attendance Support

Effectiveness Rating: Effective

EBCA implemented attendance support strategies, including attendance staff, direct outreach to families, and attendance incentives. This action was effective, as chronic absenteeism decreased significantly across all student groups:

- All students: decreased from 30.7% to 21.2%
- Low-Income: decreased from 31.5% to 22.2%
- English Learners: decreased from 28.9% to 11.7%

These improvements indicate that attendance supports and incentives had a meaningful impact on student attendance and engagement. However, overall attendance rates showed only slight improvement (92.54% to 92.67%) and remain below the target of 95%, indicating the need for continued focus.

Action 2.4: School Safety and Climate

Effectiveness Rating: Effective

EBCA implemented multiple strategies to improve school safety and climate, including maintaining supervision staff, providing a full-time School Counselor and LVN, implementing Positive Behavior supports, and making campus safety improvements.

This action was effective, as suspension rates decreased significantly:

- All students: from 5% to 1.5%
- Low-Income: from 5% to 1.3%
- English Learners: from 5.2% to 1.2%

Student survey results also showed improvements in:

- School safety (+3.5%)
- Teacher-student relationships (+5%)
- Valuing of school (+4%)

These outcomes indicate that safety, behavioral supports, and counseling services had a positive impact on student behavior and overall

school experience. However, overall student school climate declined by -9%, and staff climate data declined significantly, indicating a need to strengthen overall school culture and staff support systems.

Action 2.5: Engaging and Educational School Activities

Effectiveness Rating: Effective

EBCA implemented engaging school activities and events designed to increase student participation and connection to school. This action was effective, as student survey results showed increases in:

- Valuing of school (+4%)
- Rigorous expectations (+4%)
- Teacher-student relationships (+5%)

Additionally, improvements in chronic absenteeism suggest that increased engagement opportunities contributed to students attending school more regularly.

Action 2.6: Transportation

Effectiveness Rating: Effective

EBCA provided transportation services to support student access to school. This action was effective in removing barriers to attendance, particularly for Low-Income and English Learner students. While not directly measured by a single metric, transportation supports contributed to overall improvements in attendance and reductions in chronic absenteeism.

Action 2.7: Facilities and Operations

Effectiveness Rating: Effective

EBCA maintained safe and clean school facilities, ensuring a positive learning environment for all students. This action was effective, as the Facilities Inspection Tool (FIT) rating improved from 95.42% to 98.36%, exceeding the Year 3 target of 97%. This indicates that facility improvements contributed to a safe and well-maintained campus environment

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.

Action 2.1: Updated the metrics under Action 2.1 to align with current practices by incorporating Kelvin Education surveys and clarifying the monitoring of parent engagement and participation.

Action 2.2: Updated the metrics under Action 2.2 to align with current practices by incorporating Kelvin Education surveys and continuing the monitoring of communication engagement through newsletter and platform analytics.

Action 2.4: Updated the metrics under Action 2.4 to incorporate Kelvin Education climate surveys focused on school safety and connectedness, and to clarify monitoring of Attendance, Chronic Absenteeism, and Suspension Rates for All students, Low-Income students, and English Learners.

Action 2.5: Updated the metrics under Action 2.5 to incorporate Kelvin Education surveys focused on student engagement, and to clarify monitoring of Attendance and Chronic Absenteeism Rates for All students, Low-Income students, and English Learners.

Action 2.6: Updated the metrics under Action 2.6 to focus on Attendance Rate and Chronic Absenteeism, as these directly measure the impact of transportation on consistent school attendance for All students, including Low-Income and English Learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement Classes and Fingerprinting	To support Parent Involvement, EBCA will provide the following: Parent-teacher conferences Educational and informational parent classes/meetings Fingerprinting to volunteer on field trips and classroom-related activities	\$10,000.00	Yes
2.2	Parent and Community Communication	EBCA will provide multiple avenues to share important information with our parents and community by utilizing school-to-home communication platforms, including: Parent/Student Handbooks Monthly Newsletters School Climate Surveys ParentSquare	\$5,000.00	Yes
2.3	Attendance Support	EBCA will reduce chronic absenteeism and increase attendance rates by: Maintaining salaries and benefits for attendance support staff Attendance incentives	\$263,686.30	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	School Safety and Climate	EBCA will promote a sense of safety in school and improve school climate by: Continuing to employ Noon Time Assistant Supervision staff Maintaining salaries and benefits for a School Counselor and Licensed Vocational Nurse Implementing Positive Behavior strategies Making improvements to the campus	\$277,470.05	Yes
2.5	Engaging and Educational School Activities	EBCA will offer school activities for students to participate in, resulting in increased attendance, reduced chronic absenteeism, improved behavior, and promoting a sense of safety and school connectedness.	\$871,986.00	Yes
2.6	Transportation	EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation.	\$45,506.28	Yes
2.7	Facilities and Operational Expense	EBCA strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local guidelines. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.	\$1,420,607.32	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1474777	\$182166

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.502%	0.000%	\$0.00	39.502%

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 #	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
1.2	<p>Action: Supplemental Instructional Support</p> <p>Need: Based on EBCA’s analysis of the 2023 Smarter Balanced assessments for ELA and math and local assessments, we have determined that our Low Income and English Learner student populations are underperforming in ELA and math. ELPAC scores showed English Learner Progress is</p>	EBCA will provide tutoring and academic support in ELA and math with instructional assistants, supplemental curriculum, additional support provided by a teacher, and additional academic counseling. These support in ELA and math which will deliver extra help to low-income, African American low-income, and English learner students struggling academically which can make a significant difference in their progress.	Smarter Balance - ELA and math for: All students, Low-Income, English Learners, African Americans, and Low-Income that are also African American. ELPAC Scores.

Goal and Action #	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
	<p>moving in the right direction with 58.2% of the EL students making progress, but only 11.70% scored at a Level 4, which is necessary for English Learners to be reclassified from EL status. Additionally, our educational partners value the importance of our Low Income, and English Learner having access to art, computer science and PE.</p> <p>An additional deep dive into our Low-Income ELA achievement data shows that our Low-Income students who are also African American have an even greater achievement gap.</p> <p>Scope: LEA-wide</p>	<p>Access to technology will allow low-income, African American low-income, and English learner students access to necessary technological resources, such as computers or tablets, which will facilitate their learning. These supports could include devices, supplemental digital curriculum, and support from our technology director.</p> <p>By focusing on these key areas, EBCA can help ensure low-income, African American low-income, and English learner students have the technological resources they need to succeed in an increasingly digital world.</p> <p>Instructional aides will assist students through classroom tutoring during instruction, small group instruction, and addressing specific learning needs. This action will increase student opportunities to access curriculum. By maintaining instructional support staff, we anticipate local assessment scores for ELA, Math and ELPAC will improve Low Income, African American low-income, and English Learners.</p> <p>Collaboration opportunities will be accessible to staff during EBCA's daily art, computer science, and PE instructional times instructed by four credentialed teachers. Core teachers will have the opportunities to collaborate with their grade level. During this time, core teachers will analyze formative and summative data of low-income, African American low-income, and English learner students groups, while developing strategies for closing the achievement gap. In addition, the teachers for art, computer science, and PE will provide intervention tutoring to low performing</p>	

Goal and Action #	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
		<p>low-income, African American low-income, and English learner students in pull-out small group instruction in reading skills.</p> <p>EBCA will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers to support the implementation of common core standards and high-quality instruction. The Curriculum and Instruction Director will provide direct support to the teachers in providing quality instruction to Low Income, and English Learners. By providing support such as developing interim assessments, data analysis, differentiation strategies, and professional development we anticipate growth in the Smarter Balance scores for ELA, Math and ELPAC scores for our Low Income, and English Learners.</p> <p>This action is principally directed towards the Low Income, English Learner, and Low-Income who are also African American population and effective in meeting their needs by increasing achievement of these students in the Smarter Balance ELA and math and ELPAC assessments, however, because we expect that all African American students and all students will benefit from this action, it will be offered on an LEA-wide basis.</p>	
1.4	<p>Action: Standards-Aligned Curriculum</p> <p>Need:</p>	EBCA will provide all students access to a broad course of study in all core subjects and will include in addition, computer science, art, and physical education taught by credentialed teachers in those subjects.	Smarter Balance - ELA and math for: All students, Low-Income, English Learners, African Americans, and Low-Income that are also

Goal and Action #	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
	<p>EBCA’s goal for Low-Income and English Learner students is to show improvement on state and local assessments.</p> <p>Scope: LEA-wide</p>	<p>The teachers will also utilize rigorous and engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of EBCA Instructional expectations.</p>	<p>African American. ELPAC Scores.</p>
<p>1.5</p>	<p>Action: Technology/Assessment Resources</p> <p>Need: Based on our analysis of Smarter Balance and local assessment scores from 2023, ELPAC, EL reclassification rate, and benchmark computerized assessments, along with feedback from our educational partners, there is a need for support in educational technology proficiency for our Low Income, and English Learners. Technology skills are needed for students to access modern assessments, curriculum, and other instructional resources.</p> <p>Scope: LEA-wide</p>	<p>EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction and intervention for Low Income, and English Learners. These resources are intended for classroom, intervention and extended-hour instruction for Low Income, and English Learners.</p> <p>To monitor student progress throughout the year, EBCA will purchase formative assessment systems. i-Ready was added to our assessment collection in the 2024-25 year to provide comprehensive reading data from Kindergarten to grade 6. Students will complete formative assessments throughout the year. These assessment systems will be used by staff to measure progress for Low Income, and English Learners in English Language-Arts, Mathematics, and English Language Development. Measuring the progress of these students will assist teachers with providing instruction that is targeted to their specific learning needs. Through targeted instruction we anticipate growth in the Smarter Balance scores for ELA, Math and ELPAC for our Low Income, and English Learners.</p>	<p>Smarter Balance - ELA and math for: All students, Low-Income, English Learners. ELPAC Scores.</p>
<p>1.6</p>	<p>Action:</p>	<p>LREBG Action</p>	<p>To evaluate the impact of this initiative, EBCA will</p>

Goal and Action #	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
	<p>Increased Instructional Time and Lower Class Size - LREBG Action</p> <p>Need: EBCA’s goal for Low-Income and English Learner students is to show improvement on state and local assessments.</p> <p>Scope:</p>	<p>EBCA will utilize LREBG (Learning Recovery Emergency Block Grant) funds to support teacher salaries with the goal of maintaining reduced class sizes. This targeted investment is intended to enhance instructional effectiveness and provide more individualized support to students, thereby improving performance on both state assessments and local academic benchmarks.</p> <p>To support academic gains on state and local assessments, EBCA will provide all students with more instructional time than required by state statute.</p> <p>These data points will serve as key indicators of student achievement and guide ongoing instructional and resource allocation decisions.</p>	<p>monitor student progress using the following metrics: Metric 1.6 and 1.7: Smarter Balanced Assessment Consortium (SBAC) scores in English Language Arts (ELA) and Mathematics</p> <p>Metric 1.13 and 1.14: i-Ready diagnostic scores in ELA and Mathematics</p> <p>Metric 1.11: English Learner performance data</p>
2.1	<p>Action: Parent Involvement Classes and Fingerprinting</p> <p>Need: According to survey responses, parent meeting attendance, teacher input, and educational partner feedback, parents of Low-Income, and English Learner students lack engagement and participation in programs for their students.</p> <p>In addition, EBCA’s data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more</p>	<p>EBCA will continue to host parent classes/meetings led by staff members about important topics and concerns. These meetings are also collaborative between our Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Notices of meetings and opportunities are delivered through electronic communication methods (Facebook and Parent Square) and physical flyers.</p> <p>At the end of the 1st Quarter, EBCA will have parent-teacher conferences to work together with families and improve attendance, and grades, and reduce suspensions, especially for low-income and English learner families. Translation services are provided.</p>	<p>EBCA will utilize Kelvin Education surveys to measure family engagement and participation in school activities.</p> <p>Participation in parent meetings, conferences, and school events will be tracked through sign-in sheets and event attendance logs. EBCA strives for 100% parent-teacher conference attendance at the end of the 1st Quarter.</p>

Goal and Action #	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
	<p>frequently than the desired performance for EBCA students.</p> <p>Scope: LEA-wide</p>	<p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	
<p>2.2</p>	<p>Action: Parent and Community Communication</p> <p>Need: Based on survey responses, parent meeting attendance, teacher input, and educational partner feedback, parents of Low-Income and English Learner students lack engagement and participation in programs for their students.</p> <p>Clear communication is essential between parents/guardians and EBCA to promote engagement, collaboration, and a sense of connection within the school community.</p> <p>In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students.</p> <p>Based on local experience, EBCA recognizes family involvement's positive impact on student academic performance, attendance rates, and behavior.</p>	<p>Increased communication allows parents to be actively involved in their student's education and be informed about school activities.</p> <p>This action focuses on the needs of our Low Income, and English Learners by providing parents with the necessary information to actively participate in their student's education. These platforms will allow for daily communication for parents and teachers to share relevant information about their students. Information includes school activities, upcoming events, opportunities for parents to participate at the school, engagement opportunities, parents can monitor students' progress academically and behaviorally, and upcoming co-curricular events that both students and parents can participate in.</p> <p>We expect that maintaining communication with parents and the community will better support the needs of our Low Income, and English Learners by increasing attendance, and academic performance, and reducing suspension rates.</p> <p>This action is designed to establish and improve communication between EBCA and families through the following ways:</p>	<p>EBCA will utilize Kelvin Education surveys to measure communication effectiveness and family awareness.</p> <p>Engagement data/analytics from ParentSquare and monthly newsletters (e.g., views, and interactions) will be monitored to assess outreach effectiveness.</p>

Goal and Action #	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
	<p>Scope: LEA-wide</p>	<p>EBCA will provide printed copies of the Parent/Student Handbook for every student and make it available on our website. The Parent/Student Handbook serves as a guide outlining important policies, procedures, and expectations within the school community. The handbook also informs stakeholders about resources, services, and emergency procedures available, promoting a sense of belonging and safety.</p> <p>Monthly Newsletters (utilizing Smore) and Parent Square help foster connections within the school community, improve attendance, and support student success. Parents and the community can stay informed regarding important events and other resources monthly.</p> <p>School Climate Surveys (utilizing Panorama through the end of the 25-26 school year, switching to Kelvin Education afterwards) enable EBCA to collect reliable feedback from students, families, and teachers. Feedback from parents/guardians of Low-Income and English Learner students will be valuable in driving school improvement.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	
2.3	<p>Action: Attendance Support</p>	<p>Attendance support staff and attendance incentives encourage students to be in school and</p>	<p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-</p>

Goal and Action #	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
	<p>Need: Low-Income and English Learners' academic performance is dependent on attending school regularly based on local benchmark results, state testing outcomes, teacher input, and educational partner feedback.</p> <p>In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students.</p> <p>Based on local experience EBCA knows that when students attend school regularly, we see an increase in academic performance, attendance rates, and student behavior.</p> <p>Scope: LEA-wide</p>	<p>on time while encouraging parent and community engagement in school activities.</p> <p>This action focuses on the needs of our Low-Income, and English Learners, by providing students support, guidance, and encouragement to attend school regularly.</p> <p>We expect having attendance support staff available will better support the needs of our Low-Income and English Learners by increasing attendance, improving academic performance, and reducing suspension rates.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	<p>Income, and English Learners. Smarter Balance scores for ELA and Math.</p>
2.4	<p>Action: School Safety and Climate</p> <p>Need: School safety and school connectedness are important priorities for Low-Income, and English Learner students based on EBCA attendance and discipline outcomes, survey responses, teacher input, and educational partner feedback. Educational partners have stated that an improved sense of safety will increase attendance, thereby reducing chronic</p>	<p>This action is designed to promote safety in school and improve school climate by providing:</p> <p>Supervision by Noon Time Assistants helps foster a safe environment for students to engage in safe physical activity during lunch recess. Supervision by noontime assistants helps prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school. This will aid in reducing suspension rates, increasing attendance, reducing chronic</p>	<p>EBCA will utilize Kelvin Education surveys to measure student, staff, and family perceptions of school safety, climate, and connectedness.</p> <p>Attendance, Suspension Rate and discipline data will be monitored for All students, as well as Low-Income and English</p>

Goal and Action #	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
	<p>absenteeism, and increasing the sense of safety in school.</p> <p>There is also a need for improved attendance and reduced suspension rates among our Low-Income and English Learner students</p> <p>Scope: LEA-wide</p>	<p>absenteeism, and promoting a sense of safety in school and school connectedness.</p> <p>Having a Licensed Vocational Nurse (LVN) on campus allows Low-Income and English Learners to spend more time on campus knowing that health and safety guidelines are being implemented by medical experts and prevents students from immediately being sent home by other staff when various symptoms are present. A small percentage of this expense provides contracted nursing services for student screening.</p> <p>Having a full-time School Counselor on campus will meet the increased social-emotional needs of EBCA students, based on educational partner feedback. This action will provide Low-Income and English Learners with a designated Counselor to promote a safe environment for students through interventions. The School Counselor will provide individual counseling, oversee the implementation of the SEL curriculum (SecondStep), provide professional development for teachers, and assist with behavior intervention strategies. The School Counselor provides solution-focused academic, college/career, and social/emotional counseling.</p> <p>EBCA will continue to use restorative justice models of Discipline that restores, and Time to Teach, and Positive Behavior Incentives. In addition, Positive Discipline training was provided to teachers. Funds will be spent on individual and class recognition for improved attendance, behavior, or academic metrics. This action will provide Low-Income and English Learners, incentives to be on time for school daily, practice</p>	<p>Learner student groups, using Aeries.</p>

Goal and Action #	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
		<p>positive behavior, and improve local benchmarks. EBCA has found that attendance and behavior incentives prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school.</p> <p>To increase school safety, EBCA will continue to make improvements to the campus to provide a safer environment for all staff and students. Expenditures include but are not limited to: adding external fencing to the front entrance of the school, upgrading fencing surrounding the Transitional Kindergarten and Kindergarten area, incorporating a locking system controlled by office staff to minimize unauthorized access to the campus, and integrating Raptor Technologies to screen visitors credibly. Parents who visit the campus will recognize the improvements and feel better about the overall safety of their students on campus.</p> <p>We expect that providing a Licensed Vocational Nurse, School Counselor, Noon Time Assistant Supervision, and Positive Behavior strategies will better support the needs of our Low Income, and English Learners, by increasing attendance, reducing chronic absenteeism, and increasing their sense of safety and school connectedness. Also, enhancing campus safety will improve student and parent sense of safety, thereby eliminating safety as a deterrent for school attendance.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English Learners, however, because all students will</p>	

Goal and Action #	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
		benefit this action is being provided on an LEA-wide basis.	
2.5	<p>Action: Engaging and Educational School Activities</p> <p>Need: Low-Income, and English Learner students benefit from participation in extracurricular athletic programs, grade-level field trips, and educational and engaging assemblies based on survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, and sense of safety and school connectedness, and improved classroom behavior.</p> <p>Based on local experience, when EBCA students participate in engaging school activities, they have demonstrated improved attendance, reduced chronic absenteeism, improved sense of safety and school connectedness, and improved classroom behavior.</p> <p>Scope: LEA-wide</p>	<p>EBCA will provide:</p> <p>Extracurricular athletic programs for students in grades 3 through 6. Funds will be used to pay coaching stipends, uniforms, equipment, and transportation. This action will allow Low-Income, and English Learners, to spend more time on campus with adult coaches to increase physical activity, social skills, positive communication, accountability, sportsmanship, and perseverance; all skills related to improved social-emotional health.</p> <p>Educational field trips for students in each grade level. Funds will be used to pay for transportation, admission, and registration fees. This expense includes an educational science camp for all fifth and sixth graders. This action will allow Low-Income and English Learners, to participate in diverse educational settings that include but are not limited to: museums, the zoo, river parkways, and science camp.</p> <p>Educational and engaging assemblies enhance learning experiences beyond the classroom.</p> <p>We expect that engaging and educational school activities will better support the needs of our Low Income, and English Learners, by increasing attendance, chronic absenteeism, sense of safety and school connectedness, and improved attendance.</p>	<p>Attendance Rate and Chronic Absenteeism Rate will be monitored for All students, as well as Low-Income and English Learner student groups, using Aeries.</p> <p>Kelvin Education survey data will be used to measure student engagement, sense of belonging, and participation in school activities.</p>

Goal and Action #	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
		<p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	
<p>2.6</p>	<p>Action: Transportation</p> <p>Need: Low Income, and English Learners at EBCA have lower attendance rates and higher rates of chronic absenteeism than the general student body. Based on teacher input, and educational partner feedback, transportation is a barrier for some students making it to school daily and on time.</p> <p>Based on local experience EBCA knows that when students attend school regularly and on time, we see an increase in academic performance, attendance rates, and student behavior.</p> <p>Scope: LEA-wide</p>	<p>EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation. Southwest will develop the routes based on the addresses of Low Income, and English Learners. It is our expectation that providing home-to-school transportation will better support the needs of our Low Income, and English Learners, by increasing attendance and reducing chronic absenteeism.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit, this action is being provided on an LEA-wide basis.</p>	<p>Attendance Rate and Chronic Absenteeism Rate will be monitored for All students, as well as Low-Income and English Learner student groups, using Aeries to evaluate the impact of transportation services on consistent school attendance.</p>

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
<p>1.3</p>	<p>Action: English Language Acquisition and Support</p> <p>Need: Based on the 2023 CA Dashboard, ELPAC scores revealed that only 11.70% of EL students scored at a Level 4, which is necessary for English Learners to be reclassified from EL status. CA Dashboard scores in ELA revealed that EL students were 66.2 below standard.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>To support academic gains on state and local assessments for EL students, EBCA will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. EBCA is providing professional development to support teachers in their instruction for designated and integrated ELD.</p> <p>To support academic gains on state and local assessments for EL students, EBCA will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. EBCA is providing professional development to support teachers in their instruction for designated and integrated ELD.. These supplemental Reading/Literacy/Technology instructional materials are directed toward accelerating language acquisition and access to the core. EBCA will provide targeted professional learning sessions to equip teachers with the skills and knowledge to effectively use ELD materials and programs. This should include strategies for differentiating instruction for diverse learners. Ongoing support and coaching will be provided to teachers to help them implement these materials and strategies effectively in the classroom. English learner students will be provided targeted language development programs that can help them improve their language skills and integrate into mainstream classrooms. These supports</p>	<p>Smarter Balance ELA Scores for All Students and EL Students, and ELPAC scores.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>could include bilingual assistants, supplemental curriculum, and additional language support provided by a teacher.</p> <p>Instructional aides will assist students through classroom tutoring during instruction, small group instruction, and addressing specific learning needs. This action will increase student opportunities to access curriculum. By maintaining instructional support staff, we anticipate local assessment scores for ELA and ELPAC will improve for English Learners.</p> <p>This action is principally directed towards the English Learner population and effective in meeting their needs by increasing achievement of these students in the Smarter Balanced ELA and ELPAC assessments.</p>	

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

Not Applicable

Additional Concentration Grant Funding

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

EBCA has 5 full time certificated teachers who provide direct services to students and are not the teacher of record. These teachers provide RSP services and elective courses such as Art, Computer Science and PE. We have other certificated personnel such as a School Counselor and Reading Specialist/Literacy Coach. In addition we have instructional aides who provide services to kindergarten and 1st

grade classes at a 0.75 FTE. These additional teachers and additional instructional aides provide direct services to students who meet the qualifications for additional concentration grant funding.

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	N/A	19.77:368
Staff-to-student ratio of certificated staff providing direct services to students	N/A	31:368

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	3733431	1474777	39.502%	0.000%	39.502%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,295,226.83	\$1,231,805.23	\$176,525.42	\$336,158.31	\$7,039,715.79	\$4,886,869.73	\$2,152,846.06

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	1.1	Retain and Hire Staff	All	No			All Schools		\$2,169,290.52	\$0.00	\$1,772,396.01	\$175,431.50	\$176,525.42	\$44,937.59	\$2,169,290.52	
1	1.2	Supplemental Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,557,108.66	\$0.00	\$1,309,585.81	\$125,083.73	\$0.00	\$122,439.12	\$1,557,108.66	
1	1.3	English Language Acquisition and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$111,034.83	\$0.00	\$111,034.83	\$0.00	\$0.00	\$0.00	\$111,034.83	
1	1.4	Standards-Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$26,563.00	\$26,563.00	\$0.00	\$0.00	\$0.00	\$26,563.00	
1	1.5	Technology/Assessment Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$142,158.83	\$50,000.00	\$192,158.83	\$0.00	\$0.00	\$0.00	\$192,158.83	
1	1.6	Increased Instructional Time and Lower Class Size - LREBG Action	All	No			All Schools		\$89,304.00	\$0.00	\$0.00	\$89,304.00	\$0.00	\$0.00	\$89,304.00	
2	2.1	Parent Involvement Classes and Fingerprinting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2	2.2	Parent and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
2	2.3	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$263,686.30	\$0.00	\$162,357.66	\$0.00	\$0.00	\$101,328.64	\$263,686.30	

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
						Low Income										
2	2.4	School Safety and Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$277,470.05	\$0.00	\$210,017.09	\$0.00	\$0.00	\$67,452.96	\$277,470.05	
2	2.5	Engaging and Educational School Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$276,816.54	\$595,169.46	\$30,000.00	\$841,986.00	\$0.00	\$0.00	\$871,986.00	
2	2.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$45,506.28	\$45,506.28	\$0.00	\$0.00	\$0.00	\$45,506.28	
2	2.7	Facilities and Operational Expense	All	No			All Schools		\$0.00	\$1,420,607.32	\$1,420,607.32	\$0.00	\$0.00	\$0.00	\$1,420,607.32	

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
3733431	1474777	39.502%	0.000%	39.502%	\$2,102,223.50	0.000%	56.308 %	Total:	\$2,102,223.50
								LEA-wide Total:	\$1,991,188.67
								Limited Total:	\$111,034.83
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Retain and Hire Staff				All Schools	\$1,772,396.01	
1	1.2	Supplemental Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,309,585.81	
1	1.3	English Language Acquisition and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$111,034.83	
1	1.4	Standards-Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,563.00	
1	1.5	Technology/Assessment Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,158.83	
1	1.6	Increased Instructional Time and Lower Class Size - LREBG Action				All Schools	\$0.00	
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	

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 (%)
2	2.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.3	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,357.66	
2	2.4	School Safety and Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$210,017.09	
2	2.5	Engaging and Educational School Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,506.28	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,144,891.00	\$7,397,084.65

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	1.1	Retain and Hire Staff	No	\$2,436,332.00	\$2,092,080.00
1	1.2	Supplemental Instructional Support	Yes	\$1,518,286.00	\$1,620,041.00
1	1.3	English Language Acquisition and Support	Yes	\$168,911.00	\$174,357.00
1	1.4	Standards-Aligned Curriculum	Yes	\$130,062.00	\$31,112.00
1	1.5	Technology/Assessment Resources	Yes	\$257,106.00	\$194,192.00
1	1.6	Increased Instructional Time and Lower Class Size	Yes	\$265,887.00	\$295,554.00
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$10,000.00	\$9,633.00
2	2.2	Parent and Community Communication	Yes	\$10,000.00	\$516.65
2	2.3	Attendance Support	Yes	\$238,222.00	\$252,723.00
2	2.4	School Safety and Climate	Yes	\$256,843.00	\$284,318.00
2	2.5	Engaging and Educational School Activities	Yes	\$1,138,192.00	\$868,057.00

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)
2	2.6	Transportation	Yes	\$44,614.00	\$44,614.00
2	2.7	Facilities and Operational Expense	No	\$1,670,436.00	\$1,529,887.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1428622	\$2,115,999.00	\$2,040,033.03	\$75,965.97	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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	1.2	Supplemental Instructional Support	Yes	\$1,252,990.00	1297275.90		
1	1.3	English Language Acquisition and Support	Yes	\$44,543.00	66956.65		
1	1.4	Standards-Aligned Curriculum	Yes	\$130,062.00	31111.71		
1	1.5	Technology/Assessment Resources	Yes	\$257,106.00	193237.30		
1	1.6	Increased Instructional Time and Lower Class Size	Yes	\$0.00	0.00		
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$10,000.00	9633.14		
2	2.2	Parent and Community Communication	Yes	\$10,000.00	516.65		
2	2.3	Attendance Support	Yes	\$143,528.00	155777.26		
2	2.4	School Safety and Climate	Yes	\$193,156.00	218174.42		
2	2.5	Engaging and Educational School Activities	Yes	\$30,000.00	22736		
2	2.6	Transportation	Yes	\$44,614.00	44614		

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)
3645704	1428622	0.00	39.186%	\$2,040,033.03	0.000%	55.957%	\$0.00	0.000%