

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EJE Dual Language Academy

CDS Code: 37-67991-0108563

School Year: 2026-27

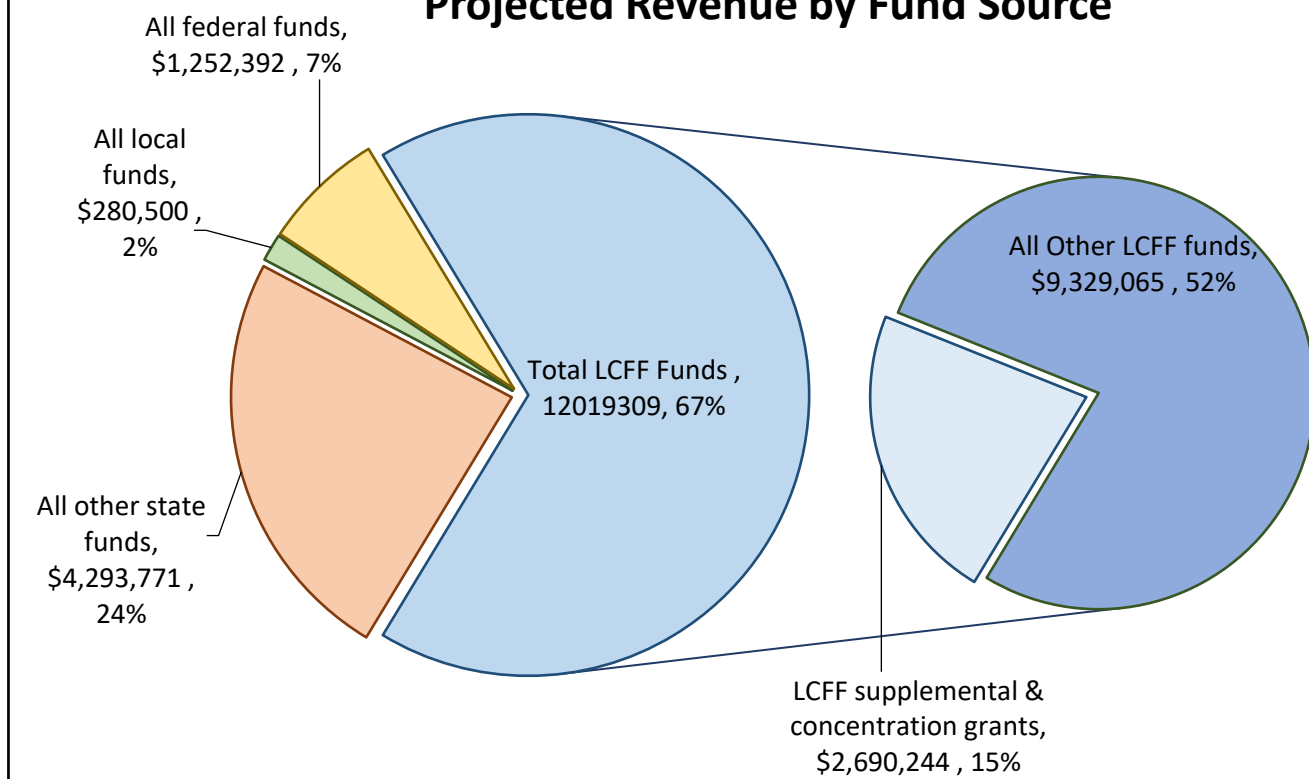
LEA contact information: Griselda Delgado griselda.delgado@ejeacademies.org

619-401-4150

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

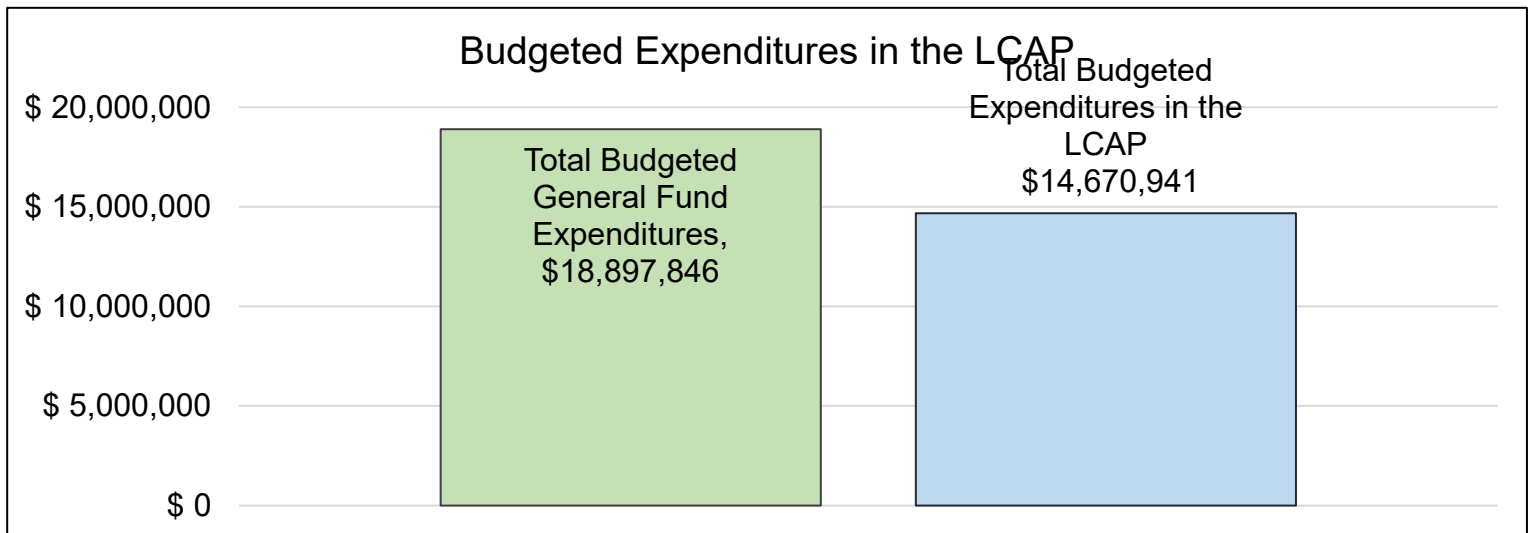


This chart shows the total general purpose revenue EJE Dual Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for EJE Dual Language Academy is \$17,845,972.00, of which \$12,019,309.00 is Local Control Funding Formula (LCFF), \$4,293,771.00 is other state funds, \$280,500.00 is local funds, and \$1,252,392.00 is federal funds. Of the \$12,019,309.00 in LCFF Funds, \$2,690,244.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: EJE Dual Language Academy plans to spend \$18,897,846.00 for the 2026-27 school year. Of that amount, \$14,670,941.00 is tied to actions/services in the LCAP and \$4,226,905.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

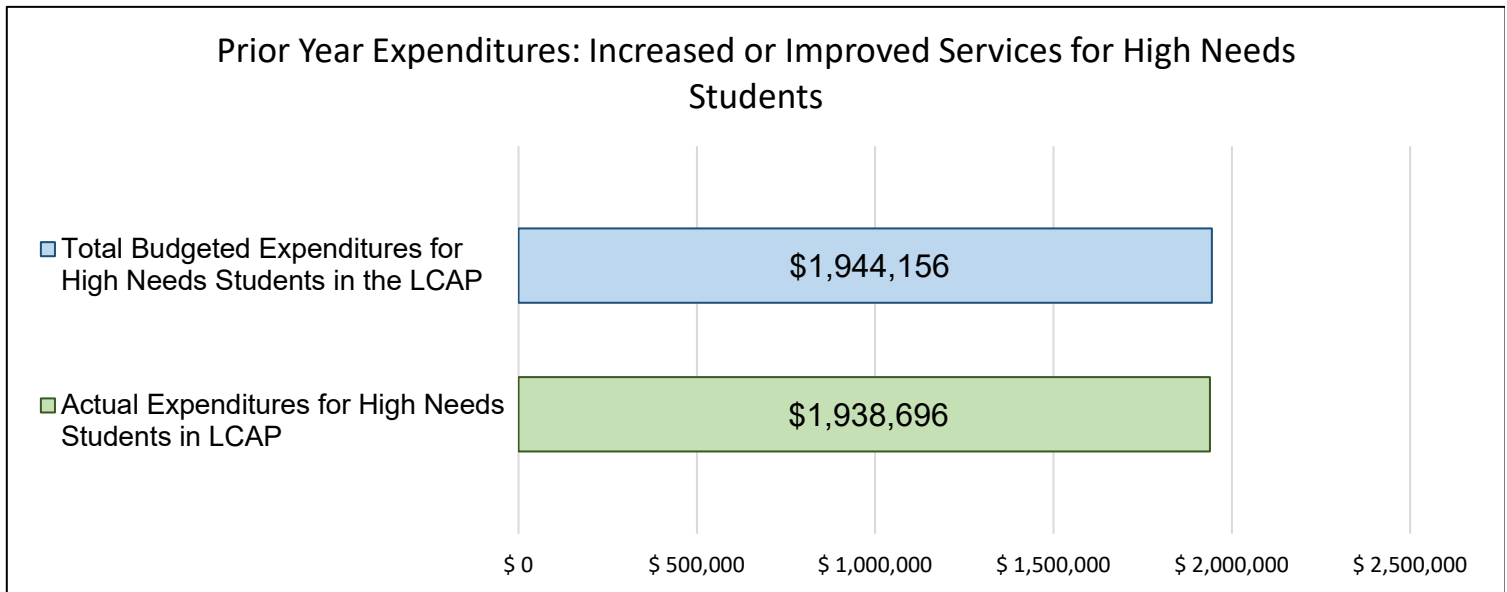
Expenditures not included in the LCAP are used for administrative and operational expenses such as HR, Business and Finance staff, operational supplies, communications costs, and professional services, such as insurance, legal, audit and back office.

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

In 2026-27, EJE Dual Language Academy is projecting it will receive \$2,690,244.00 based on the enrollment of foster youth, English learner, and low-income students. EJE Dual Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. EJE Dual Language Academy plans to spend \$2,694,425.00 towards meeting this requirement, as described in the LCAP

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, EJE Dual Language Academy 's LCAP budgeted \$1,944,156.00 for planned actions to increase or improve services for high needs students. EJE Dual Language Academy actually spent \$1,938,696.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$5,460.00 had the following impact on EJE Dual Language Academy 's ability to increase or improve services for high needs students:

While the total expenditures were slightly less than budgeted using the funds to improve services for high need students, the actual amount of those funds received was less than budgeted. The amounts spent on the activities to support these students exceeded the amount of funds actually received by about \$67,000.

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
EJE Dual Language Academy	Griselda Delgado, Executive Director	griselda.delgado@ejeacademies.org 619.401.4150

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.

In the 2025-26 school year EJE Elementary Academy (TK-5), and EJE Middle Academy (6-8) merged as one charter school/LEA EJE Dual Language Academy, and its charter was successfully renewed for a five-year term by its authorizer, Cajon Valley Union School District (“CVUSD”). The merged schools were renamed to EJE Dual Language Academy as of July 1, 2026.

Enrollment remains stable at approximately 850 students in the current charter term, with capacity to serve up to approximately 1,000 students contingent on available facilities and staffing. The Charter School serves students from transitional kindergarten through eighth grade.

EJEA’s student population reflects the demographic, linguistic, and socioeconomic characteristics of the surrounding East County community. The Charter School serves a culturally and linguistically diverse student body, including students who enter school speaking Spanish, Arabic, and other languages in addition to English. Consistent with state and federal accountability reporting, EJEA enrolls a high percentage of socioeconomically disadvantaged students, English Learners, Latino students, and multilingual learners, along with a significant proportion of Long-Term English Learners in the middle grades. The Charter School also serves students with disabilities, students experiencing homelessness, students in foster care, and other protected student groups identified in the LCAP.

EJE Elementary Academy is accredited by the Western Association of Schools and Colleges (WASC). Current enrollment in the elementary program is 593 students. The demographic profile of the elementary academy is as follows: 93% Hispanic, 3% white, 1% Filipino, 1% Asian, of which 42% are English Learners (EL), 17% Students with Disabilities (SWD), and 63% Socioeconomically Disadvantaged.

The dual-language immersion program is designed to meet the linguistic and academic needs of the population it serves by supporting bilingualism, biliteracy, and high levels of academic achievement across content areas. The program uses a 90/10 model in the early grades that transitions to a 50/50 model in later grades, providing structured access to both Spanish and English academic instruction that is responsive to the needs of English Learners and native English speakers alike.

Mission: The mission of EJE Dual Language Academy is to prepare students from diverse populations to excel in higher education and to be leaders in creating a just global society. EJEA advances its mission through a dual-language instructional model grounded in the principles of justice, service, and excellence. Justice in education is pursued through expanded parental choice, equitable access to curriculum, and the

empowerment of students and families. Service is demonstrated through the commitment to teaching by example, supporting families, and cultivating leadership traits that benefit the community. Excellence is reflected in academic achievement, biliteracy development, cultural competence, and strong character.

Vision: Our vision is to serve as a model of dual-language education where students develop bilingualism, biliteracy, academic proficiency across core subjects, and socio-emotional well-being within a culturally affirming school environment. The Charter School seeks to ensure that students unlock their potential, gain a strong sense of identity and belonging, and acquire the skills necessary to thrive in postsecondary education and civic life.

Multilingualism and 21st Century Learner Outcomes

Students at EJEDLA demonstrate fluency in English and Spanish, academic discourse in both languages, and the ability to navigate cultural and social contexts. Graduates of the Charter School are prepared as:

- **Critical Thinkers** who apply, analyze, and synthesize information, make evidence-based decisions, and connect learning across content areas.
- **Effective Communicators** who demonstrate oral and written fluency in English and Spanish, produce discipline-specific academic writing, and engage productively in diverse settings.
- **21st Century Scholars** who are biliterate, use technology as creators rather than merely consumers, and navigate multicultural environments with empathy and confidence.

Instructional Program

In 2026-27, EJE Dual Language Academy will operate as a TK-8 dual-language immersion program structured, as a 90/10 model in the early grades that gradually transitions to a 50/50 model in upper elementary. In middle school (grades 6-8), EJEA maintains a dual-language pathway in which Spanish is delivered primarily through social science and Spanish language arts courses. The Charter School is also exploring a flexible English-only pathway at the middle school level for students who enter without Spanish proficiency, with Spanish delivered as a second-language course to ensure continued biliteracy development.

The instructional day includes integrated English Language Development, Spanish Language Arts, mathematics, science, social science, enrichment, and intervention. Instruction is aligned to the California Content Standards, the California ELD Standards, the Next Generation Science Standards, and the History-Social Science Framework. Technology is integrated to support research, writing, academic discourse, assessment, and digital literacy. Students access enrichment opportunities in music, visual arts, and physical education, and electives in the middle grades.

The dual-language model is supported by research demonstrating that students in sustained, multi-year dual-language programs attain high levels of academic achievement and linguistic competence when provided continued exposure to both languages. Typical language allocation by grade span is as follows:

- TK-K: approximately 90% Spanish / 10% English
- Grades 1-2: approximately 80% Spanish / 20% English
- Grades 3-4: approximately 70% Spanish / 30% English

- Grades 5-8: approximately 50% Spanish / 50% English, with middle school Spanish concentrated in Spanish Language Arts and social science

LCAP Highlights

The following is a brief overview of the key features of EJEDLA's 2026-27 LCAP. The full set of goals, metrics, and actions, along with budgeted expenditures, appears in the goals and action tables that follow this Plan Summary.

The LCAP reflects EJE's commitment to its dual-language mission and to equitable outcomes for all student groups. Key features include:

- **Dual-language instruction and biliteracy.** Sustaining the 90/10 to 50/50 dual-language immersion model across TK-8, with strong Spanish Language Arts and integrated content instruction that develops bilingualism, biliteracy, and academic achievement in both languages.
- **Support for English Learners and Long-Term English Learners.** Strengthening designated and integrated English Language Development, monitoring English Learner progress, and accelerating reclassification, with particular attention to Long-Term English Learners in the middle grades.
- **Conditions of learning.** Maintaining appropriately credentialed teachers, standards-aligned instructional materials, and safe, well-maintained facilities for the unified TK-8 program.
- **Pupil outcomes and intervention.** Improving achievement in English Language Arts and mathematics across all student groups through data-informed instruction and targeted intervention, with attention to socioeconomically disadvantaged students and students with disabilities.
- **Engagement and school climate.** Improving attendance and reducing chronic absenteeism, supporting student social-emotional well-being, and strengthening family engagement in a culturally affirming environment.

LCAP Compliance and Educational Partner Engagement

EJE Dual Language Academy has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA), consistent with California Education Code Section 64001(j), which allows a charter school to use its LCAP, with the inclusion of Title I, Part A funded expenditures, to meet School Plan for Student Achievement requirements provided that the LCAP meets the educational partner engagement requirements in EC Section 52062(a).

EJE Dual Language Academy has fulfilled the EC 52062(a) educational partner engagement requirements applicable to charter schools using the LCAP as the SPSA, as well as the Student Advisory Committee requirement applicable to schools serving middle and high school grades.

The school presented the LCAP to the Parent Advisory Committee (PAC) for review and comment per EC 52062(a)(1), presented the LCAP to the English Learner Parent Advisory Committee (ELPAC) for review and comment per EC 52062(a)(2), and consulted with the Special Education Local Plan Area (SELPA) to ensure that specific actions for Students with Disabilities are included in the plan per EC 52062(a)(5). Written responses to each committee regarding their comments and recommendations have been provided.

Because EJE Dual Language Academy serves students in middle school grades, the school has also engaged students through a Student Advisory Committee in accordance with the requirement added to EC 52062(a) by Senate Bill 153 (Chapter 38, Statutes of 2024), which applies to local educational agencies operating one or more middle schools or high schools and is effective for the 2024-25 LCAP and subsequent LCAPs. The Student Advisory Committee provides students with the opportunity to review and comment on the LCAP prior to adoption by the governing

body. The school has documented the Student Advisory Committee's review of the 2026-27 LCAP and has incorporated student input alongside the input received from the PAC, ELPAC, and SELPA. As with the PAC and ELPAC, a written response to Student Advisory Committee comments and recommendations has been provided.

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, EJE Dual Language Academy has \$815,808 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, of which \$457,901 will be expended during the 2026-27 school year; and the remaining \$357,907 will be expended in the 2027-28 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

EJE Dual Language Academy is not eligible for Equity Multiplier funds.

Note on Dashboard Reporting and the Merger

Because of the timing of the merger, the accountability data reported for the school during this charter term should be read with the following sequence in mind, since the California School Dashboard is a lagging indicator. The 2026 California School Dashboard will reflect EJE Elementary Academy's academic and state performance, drawing on 2024-25 and 2025-26 school year data for the elementary program. The 2027 California School Dashboard will reflect the performance of all TK-8 students for 2026-27 as 'status', together with elementary results for 2025-26 as 'change'.

Reflections: Annual Performance

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

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

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

Suspension Rate Indicator: A Schoolwide Success in Positive School Climate: EJE Elementary Academy is proud to recognize a clear success on the 2025 California School Dashboard: a Blue performance level on the Suspension Rate Indicator for all students and for the socioeconomically disadvantaged and Hispanic student groups, and a Green performance level for the English Learner student group. These results reflect the school’s consistently low suspension rates and its steadfast commitment to creating a positive and safe learning environment for all students and staff.

This success is attributed to a coordinated, schoolwide approach to climate and behavior. The school implements Positive Behavioral Interventions and Supports, Community Circles, and Restorative Practices to teach self-regulation and foster a strong sense of community, and it embeds the CASEL framework and its five social and emotional learning competencies into daily instruction through its Multi-Tiered System of Supports and Virtues Project. A social worker addresses barriers to learning and attendance, and a behavioral analyst collaborates with teachers to develop individualized behavior plans that minimize classroom disruptions, while the Panorama social and emotional learning surveys help the school monitor climate, connectedness, and student needs. Together, these practices keep the use of suspension to a minimum and sustain the safe, supportive, and connected environment that defines EJE Elementary Academy.

Growing Toward Green: A 10% growth on the ELPI: EJE Elementary Academy is proud to recognize a significant success on the 2025 California School Dashboard: a Green performance level on the English Learner Progress Indicator for the English Learner student group. The percentage of English Learners making progress toward English language proficiency, as measured by the Summative ELPAC, grew from 40.4% on the 2024 Dashboard to 50.5% on the 2025 Dashboard, a 10.1% growth that moved the school from an Orange to a Green performance level.

This achievement is a direct reflection of the school’s commitment to its English Learners and to the bilingual, biliterate mission at the heart of its dual-language program. It is the result of dedicated teachers, strong English Language Development instruction, and a schoolwide focus on helping every English Learner advance toward proficiency. EJE Elementary Academy celebrates this progress and the students, staff, and families whose work made it possible, and remains committed to sustaining this momentum in the years ahead.

Comprehensive Needs Assessment: 2025 Dashboard

The comprehensive needs assessment is the foundation of planning and decision-making at EJE Academy. Its purpose is to develop a clear, evidence-based understanding of how the school and each of its student groups are performing, where the most significant needs lie, and how the school’s programs, staffing, and resources should be organized to meet those needs. Rather than relying on any single result or assumption, the needs assessment establishes a shared, factual picture of student learning and well-being that anchors the school’s goals, actions, and budget, and that grounds its continued design and implementation as a Community School.

Central to this purpose is the use of multiple measures. The needs assessment draws on the state and local indicators reported on the California School Dashboard, including English Language Arts, mathematics, the English Learner Progress Indicator, chronic absenteeism, and suspension, alongside local assessment data such as universal screening and interim measures, English language proficiency results, demographic and enrollment data, attendance and engagement data, and perception data gathered from students, families, and staff. Examining these measures together, rather than in isolation, produces a fuller and more valid understanding of need, which is especially important for a dual-language school serving a high proportion of English Learners, socioeconomically disadvantaged students, and students with disabilities. Triangulating quantitative results with the experiences of the school community helps the school distinguish between isolated fluctuations and genuine, persistent patterns that warrant action.

The needs assessment also serves to measure program effectiveness. By comparing outcomes over time and across student groups, the school can determine whether its instructional programs, intervention systems, and support services are producing the intended results. This analysis allows EJEEA to identify and sustain the actions that are working, to modify or discontinue those that are not, consistent with the expectation that actions which have not proven effective over time be revised, and to direct attention toward the strategies most likely to improve outcomes for the students furthest from standard.

These findings guide the equitable allocation of resources across three dimensions. Human resources, including teachers, interventionists, instructional coaches, specialized staff, and professional development, are directed toward the school’s highest priorities and highest-need student groups. Physical resources, including facilities, instructional materials, technology, and learning environments, are aligned to support effective instruction across the TK-8 span. Fiscal resources are budgeted in direct response to documented need, so that spending decisions follow evidence rather than precedent. In this way, the needs assessment functions as the bridge between what the data show and how the school invests its capacity.

The needs assessment further ensures that the school’s funding sources are coordinated and aligned to identified needs rather than planned in isolation. Federal Title funds, including Title I and Title III, are used to provide supplemental services for educationally disadvantaged students and to strengthen programs for English Learners. Local Control Funding Formula Supplemental and Concentration funds, generated by the school’s unduplicated population of low-income students, English Learners, and foster youth, are used to increase and improve services for those students in proportion to the need they represent. One-time funds are directed toward targeted, time-limited investments that address specific priorities surfaced by the assessment, and the Learning Recovery Emergency Block Grant is used to accelerate learning recovery and close gaps for the students most affected, with particular attention to the groups furthest

from standard. Anchoring each of these funding streams in the same needs assessment allows the school to braid resources intentionally, avoid duplication, and demonstrate a clear, defensible link between identified need and expenditure.

Finally, assessing schoolwide needs is integral to the school’s design and implementation as a Community School. A comprehensive needs and assets assessment is the starting point for the community school strategy, surfacing not only academic needs but also the social-emotional, health, and family and community conditions that affect student success. The understanding it produces informs the school’s integrated student supports, its family and community engagement, its collaborative leadership structures, and its expanded learning opportunities, ensuring that the community school model responds to the actual circumstances of the students and families it serves. By tying program effectiveness, resource allocation, and funding decisions to a single, shared understanding of need, the comprehensive needs assessment advances equity and positions, to deliver a coherent, well-resourced program as a Community School.

ELA Academic Indicator (2025 Dashboard)

This analysis examines EJE Elementary Academy’s ELA performance as reported on the 2025 California School Dashboard. The ‘all students’ performance was -56.7 DFS, a Yellow performance level, reflecting an 11.0-point gain from 2024 Dashboard that moved the indicator from Orange to Yellow.

Identified Needs:

- Schoolwide ELA achievement below standard. At -56.7 DFS, the average student scored roughly 57 points below the Standard Met threshold, so raising overall ELA achievement remains the primary need.
- Students with Disabilities. The furthest group from standard at -126.8 DFS, requiring intensive, specialized ELA intervention despite posting the largest one-year gain (23.9 points).
- English Learners. At -78.7 DFS (Orange), English Learners remain well below standard and need accelerated language and literacy development within the dual-language model.
- Sustaining gains. Because every group improved in 2025 after a 2024 decline, sustaining the 2025 trajectory rather than allowing it to reverse is itself an identified need.
- High-need majority groups. Socioeconomically disadvantaged and Hispanic students make up most of the enrollment, so their continued ELA growth is essential to schoolwide improvement.

2023-24 ELA CAASPP		2024-25 ELA CAASPP	
	DFS		DFS
All Students	-67.7	All Students	-56.7
EL	-93	EL	-78.7
SED	-76.1	SED	-60.8
Hispanic	-75.1	SWD	-126.8
		Hispanic	-61.1

Root Cause Analysis: EJE’s program review identified the following root causes contributing to below-standard ELA performance:

- Foundational literacy gaps. Students enter the tested grades with uneven foundational reading skills, limiting access to grade-level text once Smarter Balanced testing begins in grade three.
- Language acquisition and cross-linguistic transfer. Within a 90/10 dual-language model that is heavily Spanish in the early grades, English Learners who lack strong foundational literacy in Spanish struggle to transfer literacy skills to English.
- Limited academic language exposure. Students from economically disadvantaged backgrounds may have reduced exposure to the academic vocabulary and complex syntax the ELA assessment requires.

- Professional development gaps. Comprehensive language-acquisition (GLAD) training had not been refreshed in over five years, limiting consistent schoolwide use of current evidence-based strategies.
- Assessment-to-instruction translation. Teachers need additional support to analyze assessment data and convert it into targeted, tiered instruction during the school day.

Resource Inequities: EJEAA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and identified the following:

- Specialized services for Students with Disabilities. The current SELPA arrangement limits the specialized programming and services available to students with disabilities, the group furthest from standard in ELA. A SELPA transition is planned to strengthen instruction and outcomes for this group.
- Access to designated ELD across all grades. Homogeneous, proficiency-leveled grouping for designated English Language Development has been implemented in grades 5-8 but not yet across all elementary grades, leaving younger English Learners with less access to differentiated ELD. The plan expands this structure to all grades.
- Current, sustained professional learning. With language-acquisition training not refreshed for several years, staff serving an English Learner majority have lacked consistent access to current professional development. Renewed GLAD and Science of Reading training addresses this gap.
- Dedicated intervention staffing and reduced ratios. Effective tiered ELA intervention depends on dedicated staff, including a reading interventionist and a Spanish interventionist, and on reduced ratios such as co-teaching for newcomers. Funding and sustaining these positions is a resource priority.
- Access to extended learning time. The plan prioritizes Long-Term English Learners and other high-need students for after-school tutoring and intersession through the Expanded Learning Opportunities Program, addressing differential access to additional learning time.

2026-27 Action Plan: The action plan incorporates the merged EJE Dual Language Academy (TK-8) addressing the needs of its students and student groups. It is organized into five components:

- **Component 1: Strengthening Tier 1 Core ELA Instruction (All Students):** The foundation of the plan is strong, consistent first-tier instruction for every student. EJEAA implements the Benchmark Education curriculum with fidelity, integrating GLAD strategies for vocabulary and comprehension across grade levels, and applies a structured literacy approach that provides explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension aligned with the Science of Reading. Because the school operates a dual-language program, teachers deliberately teach cross-linguistic connections between Spanish and English, building on students' first-language foundational skills to accelerate English acquisition. Academic vocabulary instruction is embedded across content areas through explicit routines, and structured writing instruction uses text structures, sentence frames, and scaffolded writing opportunities in both languages. To ensure that gaps are addressed before new material is introduced, the school maintains dedicated reteaching weeks following each unit assessment.
- **Component 2: English Learner Program Enhancement (EL and LTEL):** Given EJEAA's high English Learner enrollment, the second component strengthens both the quality and the reach of English Language Development. The school provides multi-year GLAD professional development through a partnership with the San Diego County Office of Education, paired with ongoing coaching, and reinforces designated ELD through consistent implementation of the Benchmark ELD Express curriculum aligned by proficiency level. Proficiency-leveled grouping, previously in place for grades 5-8, is expanded to all grades so that every English Learner receives targeted instruction matched to their language needs, and reduced ratios are maintained through co-teaching partnerships, with ten-to-two grouping for newcomers and Level 1 students and thirty-to-two grouping for Level 3. The school also finalizes and implements an EL Master Plan developed with CABE, with input from ELAC and EL-PAC. For Long-Term English Learners specifically, the plan provides structured intervention in academic language, comprehension, and academic writing, supported by individual learning plans with progress monitoring

and family communication, three added weeks of ELPAC task practice, and priority access to extended learning through the Expanded Learning Opportunities Program.

- **Component 3: Enhanced Support for Students with Disabilities:** The third component improves specialized instruction and services for students with disabilities, the group furthest from standard in ELA. EJEEA completes a transition to a new SELPA to strengthen specialized programming and services and establishes formal collaboration protocols and dedicated co-planning time between Education Specialists and general education teachers. Education Specialist small-group instruction is aligned with grade-level curriculum so that IEP goals are addressed within standards-based contexts rather than in isolation, and Education Specialists receive content coaching in ELA standards and strategies. Special Education Classroom Assistants continue to receive weekly training and coaching, now expanded to include academic data analysis, and the school strengthens its implementation of Universal Design for Learning so that accommodations and modifications are embedded in daily instruction for all learners.
- **Component 4: Multi-Tiered System of Supports (MTSS):** The fourth component organizes intervention through a three-tiered system that matches the intensity of support to student need. At Tier 1, all students receive high-quality, differentiated core ELA instruction, with universal screening conducted three times yearly using NWEA MAP and Level Learning to identify students who need additional help. At Tier 2, students receive targeted small-group intervention in a daily thirty-minute block, with bi-weekly progress monitoring using curriculum-based measures. At Tier 3, the highest-need students receive intensive instruction in small groups of three from a reading or Spanish interventionist, guided by individualized plans, monitored weekly, and reinforced through after-school tutoring funded by the Expanded Learning Opportunities Program.
- **Component 5: Professional Development and Instructional Coaching:** The final component sustains the professional learning that makes the other four components effective. EJEEA continues its multi-year GLAD partnership with the San Diego County Office of Education with follow-up coaching, and provides Science of Reading training on structured literacy, phonics, morphology, and vocabulary. Teachers use the Relay Weekly Data Meeting process to analyze assessment results and plan targeted reteaching and intervention, and the school deepens its work on ELD standards through integrated ELD and proficiency-level differentiation using Benchmark ELD Express. Small-group reading instruction training for grades TK-2 continues in partnership with Yu Ming Charter School. This professional learning is coordinated by an instructional leadership structure in which the Principal serves as Lead Instructional Coach, supported by a Dean of Academics for ELA, ELD, and literacy, an Instructional Coach, and a Spanish Interventionist focused on first-language foundational skills that support transfer to English.

Math Academic Indicator (2025 Dashboard)

This analysis examines EJE Elementary Academy's Math performance as reported on the 2025 California School Dashboard. The 'all students' performance was -63.0 DFS, a Yellow performance level, reflecting an 11.6-point gain from 2024 that moved the indicator from Orange to Yellow.

Identified Needs: The students with disabilities (SWD) student group is the highest-need group, both because they are furthest from standard at -125.2 DFS and because their 6.5-point gain was the smallest of any group, indicating slower progress that calls for intensive, specialized intervention. English Learners, at -81.3 DFS, remain well below standard and need mathematical language development integrated with content instruction within the dual-language model. Across all grades, gaps in foundational number sense and a lack of automaticity with math facts continue to limit access to grade-level problem solving. Because every group improved in 2025, sustaining that trajectory rather than allowing it to reverse is itself an identified need, and because socioeconomically disadvantaged and Hispanic students make up most of the enrollment, their continued growth is essential to schoolwide improvement.

2023-24 Math CAASPP	
	DFS
All Students	-74.6
EL	-92.7
SED	-86.3
Hispanic	-79.1

2024-25 Math CAASPP	
	DFS
All Students	-63
EL	-81.3
SED	-69.8
SWD	-125.2
Hispanic	-66.8

Root Cause Analysis: EJEAA's program review identified several interrelated causes of below-standard mathematics performance. Many students reach the tested grades without a solid conceptual understanding of number, place value, and operations, which limits access to more complex concepts. In some cases, earlier instruction prioritized procedural fluency and rote learning over conceptual understanding, leaving students dependent on memorized algorithms rather than flexible reasoning. English Learners face mathematical language barriers, struggling with the linguistic demands of word problems and reasoning tasks on CAASPP even when they understand the underlying mathematics. Limited opportunities for mathematical discourse, peer discussion, and justification leave students underprepared for the language demands of the assessment, and persistent math fact fluency deficits consume cognitive resources that should be available for problem solving and higher-order thinking.

Resource Inequities: EJEAA conducted a resource equity analysis using the [Ten Dimensions of Resource Equity diagnostic tool](#) developed by the [Alliance for Resource Equity](#); and identified the following:

- The current SELPA arrangement limits the specialized mathematics programming and services available to students with disabilities, the group furthest from standard, which is why a SELPA transition is planned.
- The school also lacks a fully adopted TK-8 curriculum: grades 1-5 use a defined curriculum while an adopted mathematics curriculum for the middle grades is still being researched, creating a materials gap that affects coherent instruction across the span. A mathematics diagnostic assessment for adoption is likewise still being researched, which limits early, consistent identification of skill gaps and mathematical language needs. Effective tiered intervention depends on dedicated staff and content expertise, including single-subject credentialed mathematics teachers in the middle grades and content coaching for Education Specialists, so funding and sustaining that capacity is a resource priority.
- Finally, the plan prioritizes Long-Term English Learners and other high-need students for after-school tutoring, intersession, and summer intervention through the Expanded Learning Opportunities Program in order to address differential access to additional learning time.

2026-27 Action Plan: The action plan incorporates the merged EJE Dual Language Academy (TK-8) addressing the needs of its students and student groups. It is organized into five components:

- **Component 1: Strengthening Tier 1 Core Math Instruction (All Students):** The foundation of the plan is rigorous, coherent core instruction for every student. EJEAA implements a standards-aligned mathematics curriculum that emphasizes the major work of each grade and builds coherent progressions across the TK-8 span. Instruction prioritizes conceptual understanding alongside procedural fluency, using concrete-representational-abstract sequences so that students develop deep understanding rather than reliance on memorized algorithms. Teachers implement structured mathematical talk routines such as Number Talks, Math Talks, and Which One Doesn't Belong to develop students' ability to reason, explain, and justify their thinking, and they integrate rich problem-solving tasks that mirror the demands of CAASPP performance tasks. Because the school operates a dual-language program, teachers develop mathematical vocabulary in both Spanish and English, making explicit cognate connections that allow students to draw on their full linguistic repertoire.
- **Component 2: Number Sense and Foundational Skills Development:** The second component targets the foundational gaps that limit access to grade-level mathematics. EJEAA implements daily number sense routines of ten to fifteen minutes in all TK-8 classrooms to develop flexible thinking about numbers and operations, and establishes a systematic, strategy-based approach to building automaticity with math facts rather than relying on rote memorization. Diagnostic assessment is used to identify specific skill gaps and mathematical language levels so that instruction can be precisely targeted, and dedicated reteaching weeks following each unit assessment ensure that identified gaps are addressed before the class moves on to new content.
- **Component 3: Mathematical Language Development for English Learners:** The third component ensures that English Learners can access the language demands of mathematics, not only its concepts. The school implements a structured approach to mathematical language development across all grades, with explicit vocabulary instruction, sentence frames for mathematical discourse, and strategic use of cognates, reinforced by visual representations,

graphic organizers, and linguistic scaffolds such as sentence stems, word banks, and anchor charts. Students engage in regular collaborative problem solving through partner talk, small-group work, and whole-class discussion supported by linguistic scaffolds, and teachers explicitly connect mathematical concepts and vocabulary across Spanish and English to build on students' bilingual resources. For Long-Term English Learners, the plan provides intensive intervention that addresses both conceptual understanding and the academic language of mathematical reasoning, dedicated time that integrates language development with mathematics content, regular practice with CAASPP-style constructed-response and performance items, and priority access to extended learning through the Expanded Learning Opportunities Program.

- **Component 4: Enhanced Support for Students with Disabilities:** The fourth component strengthens specialized mathematics instruction for students with disabilities, the group furthest from standard. EJEEA completes a transition to a new SELPA with strengthened mathematics programming and ensures access to specialized instruction and intervention. Education Specialists receive mathematics content coaching to enhance the quality of specialized instruction, and formal collaboration protocols and dedicated planning time between Education Specialists and mathematics teachers ensure that IEP goals are addressed within the context of grade-level standards. Small-group instruction delivered by Education Specialists is aligned with the general education curriculum through parallel approaches and connected vocabulary, the school strengthens Universal Design for Learning in mathematics through multiple means of representation, expression, and engagement, and weekly training for Special Education Classroom Assistants is expanded to include mathematics-specific strategies for supporting accommodations and modifications during instruction.
- **Component 5: Multi-Tiered System of Supports (MTSS) for Mathematics:** The fifth component organizes intervention through a three-tiered system that matches the intensity of support to student need. At Tier 1, all students receive high-quality, differentiated core mathematics instruction, with universal screening twice yearly using NWEA MAP, daily number sense routines, and the Standards for Mathematical Practice embedded in every lesson. At Tier 2, students receive targeted small-group intervention during dedicated math blocks, grouped by data and monitored bi-weekly. At Tier 3, students performing two or more years below grade level receive intensive small-group or individual instruction guided by individualized plans based on diagnostic data, monitored weekly, and reinforced through after-school tutoring funded by the Expanded Learning Opportunities Program.
- **Component 6: Professional Development and Instructional Coaching:** The final component sustains the professional learning that makes the other components effective. EJEEA trains staff to implement daily number talks, mathematical discourse routines, and number sense strategies across all grades, and conducts content standards deep dives that examine the major work, supporting standards, and coherent progressions within the California Mathematics Framework. Teachers receive training on integrating mathematical language development with content instruction for English Learners, and the school uses the Relay Weekly Data Meeting process to analyze assessment data and plan targeted reteaching and intervention. Professional development also builds teachers' capacity to differentiate within Tier 1 and to deliver effective Tier 2 intervention in the classroom. This work is coordinated by an instructional leadership structure in which the Principal serves as Lead Instructional Coach, supported by an Instructional Coach providing cross-curricular support and, in the middle grades, single-subject credentialed mathematics teachers who bring deep content expertise and engage in collaborative planning.

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

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

Total LREBG Allocation: EJE Dual Language Academy (“EJEDLA”) will expend \$457,901 of its LREBG allocation during the 2026-27 school year. Of this amount, \$406,672 will partially fund Paraeducators under Goal 1, Action 3, and \$51,229 will partially fund the Counselor under Goal 1, Action 4.

Needs Assessment: EJEDLA’s comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6) and completed during the 2025-26 school year in connection with the school’s charter renewal, identified persistent academic achievement gaps and social-emotional and behavioral needs as the school’s most significant learning recovery priorities. On the 2024 California School Dashboard, the English Learner, socioeconomically disadvantaged, and Hispanic student groups each received a Red performance level for the English Language Arts Academic Indicator. While the 2025 Dashboard reflected meaningful gains, all reported student groups continue to perform below the Standard Met threshold in English Language Arts and Mathematics, and the Students with Disabilities group remained the furthest from standard. Chronic absenteeism rose across every reported student group from 2024 to 2025, moving the schoolwide performance level from Blue to Orange, with the largest increases concentrated among Students with Disabilities and English Learners. The needs assessment identified the need for sustained, in-classroom academic intervention and for strengthened social-emotional, behavioral, and mental health supports, particularly for English Learners, Long-Term English Learners, low-income students, students with disabilities, and dually identified English Learner students with disabilities.

Expenditure 1: Paraeducators

Position (LCAP Goal and Action): Paraeducators (Goal 1, Action 3: Addressing Academic Needs to Accelerate Learning)

Amount of LREBG Funds: \$406,672

Funding Sources: Paraeducators are partially funded by Expanded Learning Opportunities Program (ELOP) funds, LCFF Supplemental and Concentration funds, and the remaining amount of \$406,672 in LREBG funds.

Rationale: Paraeducators provide push-in support, small-group instruction, and targeted academic assistance in EJEDLA classrooms across the TK-8 program, with emphasis on English Learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, and other unduplicated pupils. Paraeducators deliver real-time academic support within the general education classroom, enabling students who experienced pandemic-related learning disruption and ongoing achievement gaps to receive additional adult-guided instruction during core English Language Arts and Mathematics blocks without being removed from grade-level content. At the elementary grades, paraeducators extend the classroom teacher’s capacity to deliver intervention embedded in daily instruction. In the middle grades, paraeducators support the daily intervention block (50 minutes on regular days and 30 minutes on minimum Wednesdays) and provide push-in support during designated and integrated English Language Development. Paraeducators also reinforce language scaffolds for English Learners and support the accommodations and modifications identified in IEPs for students with disabilities. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches, and for supporting expanded learning opportunity program services pursuant to Section 46120.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted instruction delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in reading and mathematics. Push-in models that maintain student access to grade-level content while providing additional adult support are supported by studies meeting the criteria for moderate evidence under the federal Every Student Succeeds Act (ESSA).

Metric(s): CAASPP English Language Arts and Mathematics Distance from Standard disaggregated by English Learner, Long-Term English Learner, socioeconomically disadvantaged, and students with disabilities student groups; NWEA MAP Reading, Mathematics, and Spanish Language Arts results disaggregated by student group across fall, winter, and spring administrations; California School Dashboard performance levels on the English Language Arts and Mathematics Academic Indicators for unduplicated student groups

Expenditure 2: Counselor

Position (LCAP Goal and Action): Counselor (Goal 1, Action 4: Addressing Social, Emotional, and Behavioral Student Needs)

Amount of LREBG Funds: \$51,229

Funding Sources: The Counselor position is partially funded with Title I funds, with the remaining amount of \$51,229 funded through LREBG.

Rationale: The Counselor provides one-on-one, small-group, and classroom-based social-emotional and mental health support for students across the TK-8 program. The Counselor leads many of the school's social-emotional learning and behavior initiatives, facilitates professional development for staff on behavioral challenges and SEL best practices, delivers and co-leads schoolwide assemblies and presentations, and offers parent workshops focused on social-emotional learning and strategies for addressing student behavioral challenges. The Counselor is a member of the school's restructured Multi-Tiered System of Supports team, contributing to the coordinated review of student data and the identification of students for tiered intervention. The position directly addresses the social, emotional, behavioral, and mental health needs identified in the needs assessment, including the conditions associated with the 2025 rise in chronic absenteeism among unduplicated student groups and the Panorama social-emotional learning screener data. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). School-based counseling programs that integrate tiered social-emotional learning instruction, individual and small-group mental health support, and evidence-based prevention practices are associated with reductions in suspension rates, improvements in school attendance, and gains in student connectedness and sense of safety. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of comprehensive school counseling models in promoting the social-emotional well-being necessary for academic engagement and learning recovery.

Metric(s): California School Dashboard Chronic Absenteeism Indicator and Suspension Rate Indicator performance levels disaggregated by student group.

LCAP Alignment

Both expenditures are included in EJEDLA's 2026-27 LCAP in compliance with EC Section 52064.4. Paraeducators are funded under Goal 1, Action 3, Addressing Academic Needs to Accelerate Learning, alongside ELOP and LCFF Supplemental and Concentration funding. The Counselor is funded under Goal 1, Action 4, Addressing Social, Emotional, and Behavioral Student Needs, alongside Title I funding. The LREBG-funded portions represent components of the total action expenditures, with the remaining costs funded through the funding sources identified for each expenditure.

Educational Partner Consultation

The use of LREBG funds was developed through the LCAP engagement process, which included sustained consultation with administrators and the Principal, teachers, classified staff and other school personnel, students, the Student Advisory Committee, parents and families, the Parent Advisory Committee, the combined ELAC, DELAC, and English Learner Parent Advisory Committee, and the school's SELPA. Discussions of LREBG use took place during monthly staff development meetings, Coffee with the Principal sessions, advisory committee meetings, and the LCAP Mid-Year Update review. Teachers identified the need for more adults in the classroom to assist with academic intervention and classroom management. Classified staff identified the need for additional instructional aides and paraeducators to provide academic support during the regular school day and through the Expanded Learning Opportunities Program. Parents and the Parent Advisory Committee identified the need for expanded academic support and for additional counseling and psychologist capacity. Students appreciated the academic support they receive from instructional aides and identified mental health integration as a continued need. The needs assessment and expenditure plan were reviewed through the Parent Advisory Committee, Student Advisory Committee, and combined ELAC/DELAC/EL-PAC advisory processes.

2024 CA SCHOOL DASHBOARD

The following table reflects EJE Elementary Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Blue	Blue	N/A	Orange	Orange
English Learners	Orange	Blue	Blue	N/A	Red	Orange
Long-Term English Learners	--	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	N/A	Red	Orange
Students with Disabilities	N/A	Blue	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Blue	Blue	N/A	Red	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

English Language Arts (ELA): Needs Assessment (2024 Dashboard)

EJE Elementary Academy conducted a comprehensive needs assessment to address and identify academic achievement gaps in ELA.

Data Analysis

- **2023 CA School Dashboard Performance:** All Students performed 58.9 points below standard (Orange), while English Learners scored 87.9 points below standard (RED). Hispanic students achieved 79.8 points below standard (RED), and Socioeconomically Disadvantaged students scored 84.2 points below standard (RED).
- **2024 CA School Dashboard Performance:** Performance declined across most subgroups with All Students falling to 67.7 points below standard, representing 8.8 points further from the standard. English Learners dropped to 92.7 points below standard (4.8 points further), while Hispanic students showed slight improvement at 79.1 points below standard (0.7 points closer). Socioeconomically Disadvantaged students declined to 86.3 points below standard (2.1 points further).
- **CAASPP Performance:** The percentage of students meeting or exceeding standards decreased from 24% in 2022-2023 to 22.87% in 2023-2024, representing a 1.13% decline in proficiency rates.

Identified Strengths

- Comprehensive Curriculum Implementation: EJE Elementary Academy has successfully implemented Benchmark Education curriculum across grades K-5, providing students with balanced literacy instruction that incorporates all four language domains: reading, writing, speaking, and listening. This research-based curriculum includes embedded GLAD strategies for vocabulary acquisition and reading comprehension.
- Robust Assessment Framework: The school maintains a comprehensive assessment system including NWEA MAP assessments, end-of-unit benchmark assessments, and Level Learning reading assessments administered three times yearly. This multi-faceted approach provides detailed data on student progress and learning needs.
- Structured Intervention System: Reading intervention blocks are established across all grade levels, providing targeted tiered support through instructional aides, classroom teachers, and specialized reading interventionists. Students receive differentiated support based on identified needs through data-driven grouping.
- Professional Learning Infrastructure: The school has developed a strong coaching model with academic deans providing weekly support to teachers. Professional development focuses on data analysis through Relay's Weekly Data Meeting process, enabling teachers to make instructional adjustments based on student performance.
- Bilingual Learning Support: Spanish interventionist services strengthen foundational skills in students' primary language, supporting effective transfer to English language learning and academic achievement.

Greatest Needs

- Reading Comprehension Deficits represent the most critical area requiring immediate attention. Students consistently struggle to extract meaning from complex texts, directly impacting their ability to respond to questions, identify themes, and make inferences required for CAASPP success.
- Vocabulary and Academic Language Development continues to challenge students across all grade levels. Limited exposure to academic vocabulary and language structures hinders comprehension and written expression, particularly affecting English Learners and students from language-deprived backgrounds.
- English Learner Achievement Gap represents the most significant equity concern, with this subgroup performing 92.7 points below standard. Upper-grade English Learners particularly struggle with phonological awareness and reading comprehension skills critical for academic success.
- Instructional Response to Data requires strengthening, as teachers need additional support in translating comprehensive assessment data into immediate, targeted instructional interventions that address individual student needs effectively.

Root Cause Analysis

- Language Acquisition Barriers constitute the primary obstacle to student success in ELA. English Learners often lack foundational skills in their primary language (Spanish), preventing effective transfer of literacy concepts to English. CAASPP assessment items require proficiency across all language domains, creating significant challenges for students still developing English language skills.

- Limited Academic Language Exposure affects students from economically disadvantaged backgrounds who may have reduced exposure to rich vocabulary and complex sentence structures at home. This deficit creates a cascading effect, impacting reading comprehension, writing quality, and overall academic communication.
- Professional Development Gaps exist in specialized instructional strategies. While teachers have access to curriculum resources, many lack recent training in GLAD strategies, with the last comprehensive training occurring over five years ago. This limits their ability to effectively support English Learners and implement research-based practices for language acquisition.
- Assessment to Instruction Translation presents ongoing challenges despite comprehensive data collection. Teachers require additional support in analyzing student performance data and immediately adjusting instruction to address identified learning gaps through differentiated approaches.

Identified Resource Inequities

- Professional Development Access varies across the teaching staff, with newer teachers requiring intensive support in curriculum implementation while veteran teachers need updated training in current best practices for English Learner instruction and GLAD strategy implementation.
- Instructional Time Allocation for specialized support services faces constraints due to staffing limitations. The Dean of Literacy has expanded responsibilities that limit time available for ELD-specific classroom observations, feedback cycles, and deep analysis of English Learner assessment data.
- Intervention Resource Distribution requires enhancement to ensure all students receive appropriate support intensity. While basic intervention structures exist, students with the greatest needs require access to more intensive, specialized intervention programming beyond current capacity.
- Family Engagement Resources need strengthening to support home-school collaboration in literacy development. Parents require additional resources and training to support their children's English language development and academic progress at home.

Plan of Action for 2025-26

- Enhanced Core Instruction Implementation will focus on strengthening Tier 1 instruction quality across all classrooms. Teachers will receive intensive professional development on explicit vocabulary instruction, structured comprehension strategy teaching, and integrated ELD practices. Weekly data meetings will continue with enhanced focus on translating assessment results into immediate instructional adjustments.
- Comprehensive English Learner Support System will be established through partnership with professional development providers to deliver updated BeGLAD/GLAD strategy training for all instructional staff. The ELD curriculum implementation will be strengthened through aligned scope and sequence coordination with core ELA instruction, homogeneous grouping by language proficiency levels, and expanded Spanish interventionist services for foundational skill development.
- Diagnostic Assessment Partnership with UC San Diego Mathematics Diagnostic Testing Project will be implemented to create comprehensive diagnostic systems for identifying specific skill gaps and monitoring progress. This partnership will enable targeted intervention goal setting and more precise instructional planning based on individual student needs.
- Intensive Intervention Expansion will include enhanced small group instruction using adaptive learning platforms, continued reading intervention blocks with specialized staff, and comprehensive vocabulary instruction strategies. After-school tutoring services will be expanded through the Expanded Learning Opportunities Program to provide additional academic support.

- Professional Learning Community Development will strengthen teacher capacity through intensive summer professional development focusing on reading comprehension instruction, vocabulary development techniques, and small group management strategies. Ongoing coaching cycles with academic deans will include ELD-specific classroom observations and feedback, peer collaboration opportunities, and regular assessment of instructional effectiveness.

2023 CA School Dashboard

The following table reflects EJE Elementary Academy's performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Blue	N/A	Orange	Yellow
English Learners	Orange	Yellow	Blue	N/A	Red	Yellow
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Orange	Yellow
Students with Disabilities	N/A	Yellow	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Green	Blue	N/A	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Excerpt from the 2024-25 LCAP on the 2023 CA School Dashboard

English Language Arts Academic Indicator: English Learners received a RED performance level on the 2023 CA School Dashboard for English Language Arts Academic Indicator. Based on the needs assessment we identified ELs in the upper grades are struggling with phonological awareness and reading comprehension which are critical to reading success. ELs also lack foundational skills in their L1 (Spanish) therefore are unable to transfer that information to L2 (English). ELs will utilize benchmark education, a supplemental intervention literacy resources in both print and digital format. Benchmark highly focused instruction closes skill gaps and supports ELs on the path to mastery. Therefore, to support ELs with language acquisition, the Spanish Interventionist will provide reading support in Spanish. All ELs receive designated and integrated English Language Development (ELD).

To support ELs with language acquisition, teachers will participate in professional development on targeted GLAD strategies for use across all disciplines to support ELs to make progress in English proficiency.

The Dean of Literacy and Instructional Coach will conduct classroom walkthroughs and observations, provide teachers with feedback cycles, conduct deep dives analyzing EL student assessment data including performance tasks, to assess the effectiveness of our program to support ELs. The EL Master Plan will be reviewed and revised to reflect changes in the EL program and will be presented to the ELAC/EL-PAC for input and feedback. (See Goal 1, Action 2)

Reflections: Technical Assistance

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

EJE Dual Language Academy is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

EJE Dual Language Academy is not eligible for Comprehensive Support and Improvement.

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 eligible.

Monitoring and Evaluating Effectiveness

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

Not eligible.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	Administrators and the Principal engaged in the development of the 2026-27 Local Control and Accountability Plan through a sustained, year-long process. From September 2025 through May 2026, the administrative team met on a weekly and bi-weekly basis to review and analyze the data and information that inform LCAP decision-making. These meetings provided a consistent forum for leadership-level analysis, planning, and refinement of the LCAP, and they overlapped with the school’s charter renewal process, which added a parallel, year-long examination of the educational program, staffing, and student outcomes. Focus of Administrative Meetings Across these meetings, administrators and the Principal reviewed and analyzed internal assessment data, state-mandated assessment results, and updates related to the LCAP mid-year update. They also examined the use of Title funding and Learning Recovery Emergency Block Grant funding, including how those resources were allocated, how they aligned with identified student need, and how their use should be adjusted for the coming year. Discussion extended to tiered services delivered through the school’s Multi-Tiered System of Supports, staffing decisions and resource allocation, and identified professional development needs for teachers. The needs assessment developed through this work, completed in connection with the school’s 2025-26 charter renewal, served as the evidentiary foundation for the 2026-27 LCAP. Feedback That Shaped the 2026-27 LCAP Several priorities emerged from this sustained engagement. Administrators identified the need to transition to a new SELPA, the El Dorado SELPA, to provide equitable, high-quality instruction to students with disabilities and to dually identified English Learner students with disabilities and Long-Term English Learner students with disabilities. They also identified the continued need for additional academic tiered support in the classroom through instructional aides and paraeducators, including the Spanish Reading Interventionist, to ensure that intervention is delivered consistently across the instructional day. Administrators further identified the need for two full-time school psychologists to address the social-emotional, behavioral, and mental health needs of students, recognizing that the school’s caseload extends beyond students with disabilities and includes a substantial number of general education students. Finally, through staff development and leadership team meetings, administrators identified the need for instructional coaching for teachers, with the coaching

Educational Partner(s)	Process for Engagement
	support scaffolded to each teacher’s individual needs based on direct teacher feedback and classroom observation data.
Teachers	The Leadership Team, including administrators and the Principal, engaged teachers in the development of the 2026-27 Local Control and Accountability Plan throughout the 2025-26 school year, a year in which the school also underwent charter renewal. Teacher engagement was sustained through monthly staff development meetings, which provided a regular, structured forum for teachers to review school data, contribute to the analysis of program effectiveness, and inform decisions about resources and priorities for the coming year. Engagement was further extended through a teacher survey designed to capture broader input and feedback for the LCAP. Focus of Staff Development Meetings During monthly staff development meetings, teachers reviewed and discussed schoolwide data and a range of indicators that inform LCAP decision-making, including NWEA assessment data, state-mandated assessment results, the California School Dashboard, chronic absenteeism data, and behavioral data. This data review provided teachers with a common, evidence-based picture of student progress, areas of need, and the performance of specific student groups, and it gave teachers the opportunity to surface patterns observed in their own classrooms alongside the schoolwide data. Teachers also engaged in substantive discussion of the LCAP Mid-Year Update. This included reviewing progress toward each LCAP goal, the implementation status of planned actions, and where adjustments might be needed during the year. Teacher input on the Mid-Year Update helped the Leadership Team identify which actions were producing the intended impact, which required additional support or refinement, and which findings should carry forward into the development of the 2026-27 LCAP. Discussions further examined the use of Title funding, including Title I and Title III, and the Learning Recovery Emergency Block Grant (LREBG). Teachers reviewed how these funds were currently being used to provide supplemental services for educationally disadvantaged students, to strengthen programs for English Learners, and to accelerate learning recovery for the students most affected by learning loss. Teachers offered input on whether current expenditures were aligned to the most pressing student needs, whether additional in-classroom support was warranted, and how these funding streams could be braided with other resources to maximize impact. This teacher perspective directly informed the resource decisions reflected in the 2026-27 LCAP. Feedback Provided by Teachers Through the teacher survey and staff development discussions, teachers identified several priorities. They requested additional support to address the social-emotional and behavioral needs of students and asked for more adults in the classroom to assist with classroom management. They also requested additional training to support English Learners with language acquisition, specifically GLAD training or a comparable evidence-based professional development model. Teachers further requested an increase in salaries comparable to the local district to support recruitment, retention, and the school’s ongoing investment in teacher capacity.

Educational Partner(s)	Process for Engagement
Classified/Other Staff	Classified staff and other school personnel engaged in the development of the 2026-27 Local Control and Accountability Plan through a structured, ongoing process led by the school’s Executive Director and Principal. Engagement took place during monthly staff development meetings throughout the 2025-26 school year, providing classified staff with a consistent, structured forum to review school data and contribute to LCAP planning alongside certificated colleagues. Engagement was further extended through a staff survey designed to capture broader input and feedback for the 2026-27 LCAP. Focus of Staff Development Meetings During monthly staff development meetings, classified staff reviewed and discussed LCAP data, including academic achievement results, EJE Dual Language Academy’s performance on the 2025 California School Dashboard, behavioral data, attendance data, and chronic absenteeism. This data review gave classified staff a common, evidence-based picture of student progress and need and allowed them to surface patterns observed in the day-to-day work of supporting students. Staff also engaged in substantive discussion of the LCAP Mid-Year Update and of the use of Title funding and Learning Recovery Emergency Block Grant (LREBG) funding. Discussions examined how these resources were currently being used, whether expenditures were aligned to the most pressing student needs, and where adjustments might be warranted during the year and in the development of the 2026-27 LCAP. This perspective ensured that the staff members who interact closely with students throughout the school day contributed to decisions about how resources are deployed. Feedback Provided by Classified Staff and School Personnel Through the staff survey and staff development discussions, classified staff and school personnel identified priorities that were split between two areas of need. First, staff identified the need for professional development on addressing the social-emotional and behavioral needs of students, including the delivery of social-emotional workshops for students focused on bullying and social media. Second, staff identified the need for additional instructional aides and paraeducators in the classroom to provide academic support during the regular school day and after school through the Expanded Learning Opportunities Program (ELOP), for both general education students and students with disabilities.
Students	Students engaged in the development of the 2026-27 Local Control and Accountability Plan through a structured process led by the school’s administrators and the Principal. Engagement took place during schoolwide assemblies and student town halls, which provided age-appropriate, accessible forums for students to learn about the LCAP and share their perspectives on the school’s programs and supports. Engagement was further extended through a student survey designed to capture broader input and feedback from the student body for the 2026-27 LCAP. Focus of Assemblies and Town Halls During assemblies and town halls, students reviewed and discussed several topics central to the LCAP, including behavioral issues at the school, attendance, chronic absenteeism, and the student supports and enrichment

Educational Partner(s)	Process for Engagement
	opportunities available to them. These discussions gave students the chance to share what they experience in their daily school lives, identify what is working well, and surface areas where additional support is needed. Feedback Provided by Students Through the student survey and the assemblies and town halls, students identified several priorities. Students reported that behavioral issues at the school remain a concern, signaling the need for continued investment in positive behavior supports and a safe, focused learning environment. Students also requested that teachers receive additional training in the content areas they teach, reflecting a desire for instruction that is rigorous, well-prepared, and grounded in deep content knowledge. Students offered positive feedback as well. They expressed appreciation for the academic support they receive from instructional aides during the school day and for the after-school program, summer programming, and intersession, all of which extend learning beyond the regular day. Students also noted the value of the school’s mental health integration and counseling services and identified mental health support as a continued and increasing need. Finally, students requested additional student leadership opportunities, indicating a desire to take on meaningful roles in shaping the school community.
Student Advisory Committee (SAC)	The Student Advisory Committee (SAC) was consulted multiple times during the 2025-26 school year as part of the school’s ongoing engagement of students as essential partners in school governance and decision-making. The SAC was convened to review the LCAP Mid-Year Update, including progress toward each goal, the implementation status of planned actions, and the supporting metrics; to provide input on the development of the 2026-27 LCAP; use of Title and LREBG Funding, and to advise on the design of the school’s educational program and on schoolwide needs. These meetings provided a structured forum for student leaders to bring forward the perspective of the broader student body, including unduplicated pupils and students with disabilities. Focus of Student Advisory Committee Meetings Across these consultations, the SAC reviewed and discussed several topics central to the LCAP, including the student experience at the school, student learning and support through academic intervention, strategies for soliciting student voice and building a sense of belonging, and priorities for the 2026-27 school year. These discussions allowed students to reflect on what is working well, identify what should be strengthened, and contribute to decisions about the programs and supports that most directly affect their daily school lives. Feedback Provided by the Student Advisory Committee Through these meetings, the SAC identified several priorities. Students expressed the need to improve the quality and taste of the school’s meals, including breakfast, lunch, and supper, recognizing that consistent, high-quality nutrition affects students’ ability to focus, attend, and learn. Students also identified the need for peer-to-peer mediation to address bullying and to support cross-cultural understanding among students, building on the school’s existing peer mediation work.

Educational Partner(s)	Process for Engagement
	The SAC offered positive feedback as well. Students expressed appreciation for the electives and enrichment opportunities currently offered at the school and asked the school to expand them, including additional offerings through the Expanded Learning Opportunities Program, more clubs, more sports, more electives, and the possibility of providing instruction in a third language to extend the school’s biliteracy mission. Students also requested greater freedom of expression as part of a school culture that values student voice and identity.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Parents and families, including the parents of unduplicated pupils and parents representing students with disabilities, were engaged in the development of the 2026-27 Local Control and Accountability Plan throughout the 2025-26 school year. Engagement took place on at least a monthly basis through Coffee with the Principal sessions, schoolwide events, and ongoing communication with families, and was supplemented by parent surveys designed to gather broader input. These forums provided parents with a consistent, structured opportunity to review school data and progress, contribute to the LCAP Mid-Year Update, and share priorities for the 2026-27 school year. Focus of Engagement Activities Across these meetings, surveys, and events, parents reviewed and discussed several topics central to the LCAP, including student academic performance, EJE Dual Language Academy’s performance on the 2025 California School Dashboard, the use of Title funding and Learning Recovery Emergency Block Grant funding, the 2025-26 LCAP Mid-Year Update, and broader feedback from families about the school’s programs and supports. These discussions ensured that parents understood how resources were being deployed, what progress students were making, and where additional investment or refinement might be warranted in the 2026-27 LCAP. Feedback Provided by Parents and Families Through these meetings and surveys, parents identified several priorities for the 2026-27 school year. Parents requested additional academic support during the regular school day, after school, during summer programming, and, where possible, on Saturdays, so that students have multiple, layered opportunities to extend learning beyond the regular instructional day. Parents also requested more instructional aides in the classroom and the continued hosting of parent nights, including literacy nights and math nights, that build family capacity to support student learning at home. Parents asked that teachers receive training in evidence-based strategies, such as GLAD, to improve English language acquisition for English Learners, recognizing the central role that strong language instruction plays in the school’s dual-language program. Parents requested more opportunities for volunteerism and more consistent communication from teachers beyond ParentSquare, including newsletters, text messages, and phone calls, so that families can stay informed about their child’s progress in multiple, accessible ways. Parents also requested additional parent workshops, including training on how to use PowerSchool, and more informational meetings or sessions about the programs offered to students so that families can be more deeply engaged in their child’s education. Parents further asked that the school enforce attendance expectations on a more consistent basis, recognizing the relationship between attendance and student achievement.

Educational Partner(s)	Process for Engagement
	Parents offered positive feedback as well. Parents expressed satisfaction with the school’s field trips and outside learning opportunities for students and asked that homework support and tutoring continue to be provided and expanded for the 2026-27 school year.
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) was consulted multiple times during the 2025-26 school year as part of EJE Dual Language Academy’s (“EJEDLA”) engagement of parents in school governance and decision-making. The PAC was first consulted on the 2025-26 LCAP Mid-Year Update, including progress toward each goal, the implementation status of planned actions, and the supporting metrics. The PAC was then convened in a separate meeting focused on the development of the 2026-27 LCAP, providing the committee with the opportunity to offer further input and feedback for the 2026-27 school year. These consultations took place alongside the school’s charter renewal process, which strengthened the analytical foundation available to the PAC. Focus of Parent Advisory Committee Meetings During these meetings, the Leadership Team shared the data and information central to LCAP decision-making, including NWEA assessment results, state-mandated testing results, EJEDLA’s performance on the California School Dashboard, the use of Title funding, the use of Learning Recovery Emergency Block Grant (LREBG) funding, and the school’s comprehensive needs assessment. This grounding ensured that the PAC’s input was informed by the same evidence base used by the Leadership Team and that parent voice contributed meaningfully to decisions about resources, supports, and program priorities for 2026-27. Feedback Provided by the Parent Advisory Committee Through these consultations, the PAC identified several priorities for the 2026-27 school year. The committee identified the need for more tiered services and academic support during the regular instructional day, after school, during intersession, and during summer programming, so that students who are not yet meeting grade-level standards receive multiple, layered opportunities to accelerate learning. The PAC also identified the need for additional social-emotional and behavioral supports through counseling services and a school psychologist, recognizing the role those supports play in student readiness to learn. The committee expressed concern about the achievement gaps observed among English Learners and students with disabilities and asked the school to maintain its focus on closing those gaps. PAC members also asked for more consistent discipline and behavior expectations across the school, paired with clear, two-way communication between school staff, teachers, and parents. Members specifically asked that the school follow through on the feedback gathered through surveys and meetings, ensuring that parent input is visibly used to shape decisions. Finally, the PAC asked for expansion of the schoolwide enrichments, electives, and clubs offered to students through the Expanded Learning Opportunities Program.

Educational Partner(s)	Process for Engagement
Combines: English Learner-PAC; English Language Advisory Committee (ELAC); and DELAC	For purposes of efficiency and compliance, the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC), and the English Learner Parent Advisory Committee (EL-PAC) were combined into a single committee that met regularly throughout the 2025-26 school year. This combined structure, allowable for charter schools, gave families of English Learners a single, sustained venue to engage with the school’s LCAP and its English Learner program. The committee discussed the LCAP goals, actions, and metrics, reviewed the 2025-26 LCAP Mid-Year Update, and provided input on the development of the 2026-27 LCAP. Focus of Combined Committee Meetings During these meetings, the combined committee reviewed and analyzed NWEA assessment data and EJE Dual Language Academy’s (“EJEDLA”) performance on the 2025 California School Dashboard, with particular attention to the achievement gaps observed among English Learners and Long-Term English Learners. The committee also discussed the school’s needs assessment for English Learners, including the need for additional teacher professional development and the design of English Language Development classes grouped by ELPAC proficiency level for grades K through 4. Discussion further examined the use of supplemental resources for designated ELD instruction at the elementary and middle school levels, the academic supports needed to accelerate English language acquisition, and the use of Title funding and Learning Recovery Emergency Block Grant (LREBG) funding to support English Learners, Long-Term English Learners, and dually identified English Learner students with disabilities. The breadth of these discussions ensured that committee input was grounded in the same evidence base used by school leadership and was connected directly to the resources that fund English Learner services. Feedback Provided by the Combined Committee The combined committee identified several priorities for the 2026-27 school year. The committee recommended that students be administered interim assessments, including science interim assessments and ELPAC interim assessments, to familiarize students with the format and rigor of those assessments and to communicate the importance of those assessments so that students approach them with seriousness. The committee also recommended that English Language Development classes be structured by ELPAC proficiency level, so that designated ELD instruction is matched to each student’s language needs, and that classroom observations be conducted to ensure rigor across all grade levels, particularly in designated and integrated ELD. Members further requested that families of English Learners receive more information about state-mandated testing schedules so that parents can support their children’s preparation and participation. The committee asked that teachers receive additional professional development on evidence-based strategies for supporting English Learners and Long-Term English Learners, including attendance at the California Association for Bilingual Education (CABE) conference for both teachers and parents to further support English Learner outcomes. Finally, the committee identified the need to engage families in the English Learner Master Plan and to inform both families and students of the school’s reclassification criteria, so that students and families understand the pathway to reclassification and the steps required to achieve English proficiency.

Educational Partner(s)	Process for Engagement
SELPA	Throughout the 2025-26 school year, the Principal engaged the school’s Special Education Local Plan Area (SELPA), the East County SELPA, in a sustained community of practice. Regular meetings provided a structured forum to analyze the performance of EJE Dual Language Academy’s (“EJEDLA”) students with disabilities, examine the strengths and limitations of the existing special education program, and shape the direction of the 2026-27 LCAP. SELPA engagement was not a single consultation but an ongoing partnership that informed both the school’s program design and the decisions ultimately reflected in this plan. Focus of SELPA Meetings Discussions centered on the academic achievement of students with disabilities, drawing on both the California School Dashboard and internal local data, including NWEA MAP results. The Principal and SELPA examined the conditions necessary for EJEDLA to take greater ownership of its special education program and the outcomes of its students with disabilities and identified the establishment of a dedicated special education department as the structural change most likely to deliver equitable, high-quality instruction, narrow achievement gaps, and enable students with disabilities to thrive academically, socially, and emotionally. SELPA Feedback and the Decision to Transition Informed by this engagement, EJEDLA undertook the application process during 2025-26 to transition to the El Dorado SELPA, with the new partnership beginning in 2026-27. The transition reflects a deliberate investment of human, physical, and fiscal resources to establish a dedicated special education department, including a Director of Special Education. The school will provide sustained professional development to both general and special education staff and will add full-time school psychologists, paraeducators, and support personnel to ensure that students with disabilities, English Learner students with disabilities (EL/SWD), and Long-Term English Learner students with disabilities (LTEL/SWD) receive high-quality, inclusive instruction calibrated to their diverse learning needs.

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

Throughout the 2025-26 school year, EJE Dual Language Academy (“EJEDLA”) engaged a comprehensive range of educational partners in the development of its 2026-27 Local Control and Accountability Plan, including administrators and the Principal, teachers, classified staff and other school personnel, students, the Student Advisory Committee, parents and families, the Parent Advisory Committee, the combined ELAC, DELAC, and English Learner Parent Advisory Committee (EL-PAC), and the school’s SELPA. Feedback gathered through structured meetings, surveys, town halls, and committee consultations directly shaped the actions, metrics, and resource decisions reflected in the adopted LCAP. The description below identifies, by goal and by action where applicable, the specific feedback received and how it influenced the plan.

Goal 1: Academic Growth and Closing Achievement Gaps

- **Action 1: Measuring Student Progress (Assessments):** The combined ELAC, DELAC, and EL-PAC recommended that students be administered interim assessments, including science and ELPAC interim assessments, to familiarize students with assessment format and rigor. In response, the adopted action expands the school's comprehensive assessment system to include the Interim CA Science Test for grades 3 through 8 and ELPAC preparation, alongside NWEA MAP, Illuminate benchmark assessments, BPST, and the K-2 Screening for Risk of Reading Difficulties required by EC Section 53008. Administrators and the Principal further requested that assessment results be analyzed by the MTSS team and discussed across staff, grade-level, and leadership meetings; the action now specifies this data review and use process and the presentation of findings to the governing board to ensure transparency.
- **Action 2: Strengthening the EL Program and Services:** Parents, teachers, and the combined ELAC, DELAC, and EL-PAC requested that teachers receive evidence-based training to improve English language acquisition, with multiple partners specifically naming GLAD or QTEL. The adopted action incorporates the implementation of either GLAD or QTEL professional development for all teachers. The combined ELAC, DELAC, and EL-PAC also recommended that English Language Development classes be structured by ELPAC proficiency level and that classroom observations ensure rigor in designated and integrated ELD. The action expands homogeneous, proficiency-leveled ELD grouping to all grades, establishes a protected daily designated ELD period in the middle school master schedule (50 minutes four days per week and 30 minutes on minimum days), and assigns the Principal responsibility for classroom walkthroughs and calibration of ELD instruction. The combined committee's request to engage families in the EL Master Plan and communicate reclassification criteria is reflected in the continued development of the Multilingual Master Plan with parent input and in the EL Master Plan presentation to ELAC and EL-PAC.
- **Action 3: Addressing Academic Needs to Accelerate Learning:** Parents, the Parent Advisory Committee, teachers, classified staff, and the Student Advisory Committee all requested additional academic support during the school day, after school, on Saturdays, during intersession, and during summer. The adopted action restructures and systematizes the school's Multi-Tiered System of Supports, embeds intervention into daily instruction at the elementary grades led by the classroom teacher with paraeducators and instructional aides, establishes a daily middle school intervention block (50 minutes regular days, 30 minutes on minimum Wednesdays), and expands ELOP tutoring after school and on Saturdays, plus fall and spring intersession and summer programming. The Parent Advisory Committee's concern about persistent achievement gaps for English Learners and students with disabilities is reflected in the prioritization of English Learners, Long-Term English Learners, students with disabilities, and unduplicated pupils within the action. The Principal's and administrators' request for data transparency is reflected in the Assessment Data and Education Technology Manager's role in collecting, analyzing, and presenting data to the leadership team, MTSS team, staff, parents, students, and the governing board.
- **Action 4: Addressing Social, Emotional, and Behavioral Student Needs:** Classified staff, teachers, and students requested expanded social-emotional and behavioral supports, including student-facing workshops on bullying and social media. The Parent Advisory Committee and the Principal identified the need for counseling and psychologist capacity. Students appreciated the school's mental health integration and identified it as a continued need. In response, the adopted action establishes the Counselor as the lead for many SEL and behavior initiatives, adds the School Psychologist to work with families and serve on the MTSS team, places the Principal over schoolwide discipline and SEL implementation, and braids the Second Step SEL curriculum into daily instruction. PBIS, Community Circles, Restorative Practices, the CASEL framework, and the Virtues Project are preserved, with Panorama serving as the universal SEL screener. Staffing decisions resulting from the comprehensive needs assessment, including the elimination of the Dean of School Culture and Social Worker positions, are reflected in the redistribution of responsibilities to the Principal, Counselor, and School Psychologist.
- **Action 5: Broad Course of Study:** Students requested additional student leadership opportunities, and the Student Advisory Committee requested expanded electives, clubs, sports, and the possibility of a third-language pathway. The adopted action adds Student Leadership and Journalism as middle school electives, adds music courses as schoolwide electives, establishes a Spanish Level 1, 2, 3 course sequence with a Spanish Honors pathway for students above Level 3, and provides the option for eighth grade students to take the AP Spanish Language and Culture examination to earn college credit. The Student Advisory Committee's request for freedom of expression is reflected in the continuation of the Student Advisory Committee itself as a venue for meaningful student voice.

- **Action 6: Services to Support Students with Disabilities:** The school's SELPA engagement, the Parent Advisory Committee, parents, and administrators all identified the need to strengthen services for students with disabilities and address persistent achievement gaps for students with disabilities and dually identified EL/SWD and LTEL/SWD students. The adopted action establishes EJEDLA's transition to the El Dorado SELPA for 2026-27, creates a Director of Special Education position to lead a dedicated special education department, defines the team's responsibilities across academic, behavioral, mental health, and IEP implementation domains, and integrates the Director into the MTSS team. Sustained professional development for general and special education staff, additional psychological and paraprofessional capacity, and structured collaboration between general and special education teachers are all reflected in the adopted action. The SELPA engagement directly informed both the urgency and the structural elements of this action.
- **Action 7: Improving Outcomes for LTELs (New Action):** The combined ELAC, DELAC, and EL-PAC, the Parent Advisory Committee, and parents identified Long-Term English Learners as a priority requiring dedicated focus. The new Action 7, added in response to the merger to a TK-8 program, prioritizes LTELs and dually identified LTEL/SWD students. The action establishes a daily designated ELD period in the middle school master schedule, targeted interventions through pull-outs, a Saturday Academy aimed at middle school LTELs, after-school tutoring, and summer school, and middle school department-level literacy goals for LTELs. The Principal will monitor designated and integrated ELD and provide feedback, professional development, and targeted instruction to support academic achievement.

Goal 2: Collaborative Leadership and Professional Learning

- **Action 1: Administrators and Educators that Support the Educational Program:** The comprehensive needs assessment, informed by administrator and educational partner feedback, identified the need for a more fiscally sustainable and instructionally focused leadership structure. The adopted action eliminates the Dean of Literacy and elementary Instructional Coach positions and positions the Principal as the instructional leader of the unified TK-8 program, drawing on extensive English Language Development expertise. The action also establishes 180 instructional days, exceeding the state minimum, and provides four days of summer professional development, weekly professional development during the school year, two non-instructional days for data analysis, and on-call substitute coverage during teacher absences, coaching, professional development, and off-site training.
- **Action 2: Professional Development:** Teachers and the combined ELAC, DELAC, and EL-PAC requested differentiated professional development calibrated to grade-level and content-area needs, including evidence-based language acquisition training. Students requested that teachers receive additional content-area training. Classified staff requested professional development on social-emotional and behavioral support. The adopted action provides differentiated, scaffolded professional development designed by grade-level teams and middle school departments, with grade-level teacher leads and middle school department leads holding teams accountable for improving student outcomes. The MTSS team is restructured and systematized, co-led by the Executive Director and the Principal, and now includes the School Psychologist, Director of Special Education, Counselor, Instructional Coach, Spanish Interventionist, teacher representatives, and paraprofessional representatives. Partial induction funding for teachers is preserved to support credential clearance, effectiveness, and retention.
- **Action 3: Core Curricular Program Needs:** The Parent Advisory Committee, Student Advisory Committee, and administrators identified gaps in the core program that warrant attention. The adopted action provides standards-aligned ELA, SLA, Math, Science, Social Studies, PE, and enrichment, supported by NWEA MAP, Illuminate, and MAP Accelerator, and identifies three curriculum pilots for 2026-27: a mathematics curriculum pilot built on the curriculum committee's 2025-26 research, a health and wellness curriculum pilot aligned to the school's Community Schools commitments, and a supplemental English Language Development curriculum pilot in response to the EL community's need for additional designated ELD support.
- **Action 4: Closing the Digital Divide:** Reflecting partner feedback on the importance of equitable access to technology for an instructional program serving socioeconomically disadvantaged students and English Learners, the adopted action sustains the school's investment in Chromebooks and other devices, supporting software and hardware, dedicated IT specialist staffing, and clear policies for safe technology use, including digital citizenship and online safety.

Goal 3: Family and Community Engagement and a Safe Learning Environment

- **Action 1: Promoting Positive School Climate:** Students identified concerns about behavioral issues at the school. The Principal and the Student Advisory Committee identified the need for stronger student supervision and accountability. The adopted action implements Minga, a digital hall pass system with iPads in every classroom that allows staff to monitor student movement and location across campus and adjusts the middle school bell schedule so that restroom use takes place during passing periods rather than during instructional time. The action continues PBIS, Eagle Eye recognition, the Justice Keepers fourth and fifth grade peer mentor program, peer mediation as an after-school club, the annually updated School Safety Plan, and the visitor management system. A part-time Health Aide is added to support students during the after-school Expanded Learning Opportunities Program.
- **Action 2: Engaging Parents, Families, and Students as Partners in Governance:** The combined ELAC, DELAC, and EL-PAC, the Parent Advisory Committee, the Student Advisory Committee, and parents all reinforced the importance of structured advisory committees and meaningful partner engagement. The adopted action maintains the Parent Advisory Committee, the combined ELAC/DELAC, the EL-PAC, the Student Advisory Committee (with representation from unduplicated pupils and students with disabilities), the Community Schools Steering Committee, and the Community Engagement Initiative Committee. The action also provides training for committee members on roles, responsibilities, educational terminology, the LCAP and SARC, and applicable policies, with particular attention to families whose home language is not English and families new to school governance.
- **Action 3: Supporting Parent Engagement and Participation:** Parents requested more consistent two-way communication beyond ParentSquare, more parent workshops including PowerSchool training, more informational sessions, expanded volunteerism opportunities, and follow-through on the input gathered through surveys and meetings. Classified staff and the Parent Advisory Committee identified the need for sustained family engagement infrastructure. The adopted action eliminates the Parent Coordinator and Social Worker positions and establishes a Family and Community Director to lead a more strategic family engagement program. The action preserves Coffee with the Principal, ParentSquare and the school's website, PowerSchool Parent Portal access, Community Schools Coordinator partnerships, the PIQE partnership, family education resources, and Spanish translation of all family communications consistent with the school's primary language survey and 15% translation threshold.
- **Action 4: Maintaining Safe and Clean School Facilities:** The Facility Inspection Tool process and partner feedback on facility conditions informed the adopted action, which reflects EJEDLA's co-located TK-8 campus. The action provides for annual FIT inspections at both the elementary site (operated under a Proposition 39 MOU with the Cajon Valley Union School District) and the middle school site (recent construction operated by the school), reporting of results in the SARC, on the Dashboard's Local Indicators, and in the LCAP, prompt coordination with CVUSD on any Proposition 39 findings, and ongoing daily cleaning and preventative maintenance across both sites.

Educational partner feedback shaped EJEDLA's 2026-27 LCAP at every level. New actions, restructured staffing, expanded interventions, strengthened English Learner and special education supports, the addition of Minga and a new bell schedule, the creation of the Family and Community Director and Director of Special Education positions, the transition to the El Dorado SELPA, and the addition of interim science and ELPAC assessments and metric modifications all trace directly to input gathered through sustained engagement with administrators, teachers, classified staff, students, the Student Advisory Committee, parents and families, the Parent Advisory Committee, the combined ELAC/DELAC/EL-PAC, and the school's SELPA. The adopted LCAP reflects not only what the school plans to do for the 2026-27 school year, but how its educational partners told the school to do it.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using the CA Community Schools Framework combined with the Pillars of Community Schools, and Multi-tiered System of Support (MTSS), there is a need to ensure all students demonstrate growth in ELA, Math, and Science; and English Learners demonstrate progress in developing English Language Proficiency, while narrowing achievement gaps among all student groups. Multiple types of data (local, state) will be collected and analyzed to measure student progress, and identify student academic, social-emotional, behavioral, and mental health needs which impede the learning process.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 4: Student Achievement
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to reflect both its design as a Community School and its conviction that academic achievement cannot be separated from the broader conditions that shape student learning. By grounding the goal in the California Community Schools Framework, the Pillars of Community Schools, and a Multi-Tiered System of Support, the school commits to a whole-child approach in which strong instruction is paired with integrated student supports, meaningful family and community engagement, collaborative leadership, and expanded learning opportunities. This combination provides the structure through which the school can pursue rigorous academic outcomes while attending to the social-emotional, behavioral, and mental health factors that influence whether students can fully access learning.

A Data-Based Need for Academic Growth: The academic focus of the goal responds directly to the school’s performance data. While EJEEA has demonstrated meaningful growth, results on the California School Dashboard show that all student groups continue to perform below the Standard Met threshold in English Language Arts and mathematics, establishing a clear, data-based need for continued growth across core content areas, including science. The goal therefore sets a schoolwide expectation that every student demonstrate growth in ELA, math, and science, ensuring that the school’s improvement efforts extend across the full academic program rather than a single subject.

Progress for English Learners: Because the school serves a high proportion of English Learners within a dual-language program, the goal also makes English language proficiency an explicit priority. Even as the school has achieved strong English Learner progress, sustaining and accelerating that progress remains essential to the school’s bilingual and biliterate mission and to equitable access to grade-level content. Including English Learner progress in the goal keeps the development of English language proficiency at the center of the school’s academic planning.

A Commitment to Equity and Narrowing Gaps: The commitment to narrowing achievement gaps among all student groups reflects the school’s equity focus and the persistence of gaps revealed by its data, including the larger distance from standard for students with disabilities and other student groups. Rather than

measuring success by schoolwide averages alone, the goal holds the school accountable for improving outcomes across every student group, consistent with the equity-centered principles of the Community Schools Framework.

Multiple Measures and a Tiered Response: The goal emphasizes the collection and analysis of multiple types of local and state data because a whole-child, community school approach depends on understanding the full range of factors that affect learning. Multiple measures allow the school not only to monitor academic progress but also to identify the social-emotional, behavioral, and mental health needs that can impede it, and the Multi-Tiered System of Support provides the framework for responding to those needs at increasing levels of intensity. In this way, the goal connects what the data reveal to the supports the school provides, ensuring that decisions about instruction, intervention, and resources are grounded in evidence and aligned to the actual needs of students. Taken together, these elements explain why the goal pairs ambitious academic expectations with a comprehensive, data-informed, whole-child strategy: at EJE Elementary Academy, sustained academic growth is understood to depend on meeting the full range of student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -58.9 EL -87.9 SED -68.1 Hispanic -65.2 ▴	2023-24 ELA CAASPP DFS All Students -67.7 EL -93 SED -76.1 Hispanic -75.1 ▴	2024-25 ELA CAASPP DFS All Students -56.7 EL -78.7 SED -60.8 SWD -126.8 Hispanic -61.1 ▴	2025-26 ELA CAASPP DFS All Students -50 EL -75 SED -55 SWD -120 Hispanic -55 ▴	All Students: +2.2 EL: +9.2 SED: +7.3 *SWD: N/A Hispanic: +4.1 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -76.5 EL -87.9 SED -84.2 Hispanic -79.8 ▴	2023-24 Math CAASPP DFS All Students -74.6 EL -92.7 SED -86.3 Hispanic -79.1 ▴	2024-25 Math CAASPP DFS All Students -63 EL -81.3 SED -69.8 SWD -125.2 Hispanic -66.8 ▴	2025-26 Math CAASPP DFS All Students -60 EL -75 SED -65 SWD -120 Hispanic -60 ▴	All Students: +13.5 EL: +6.6 SED: +14.4 *SWD: N/A Hispanic: +13 *Not numerically significant in either Baseline or Y2 Outcome
3	CA Science Test (CAST)	2022-23 CAST % Met/exceeded All Students 18.52% EL 0.00% SED 14.29% Hispanic 16.67% Source: CAASPP Website	2023-24 CAST % Met/exceeded All Students 8.54% EL 0.00% SED 6.56% Hispanic 5.20% Source: CAASPP Website	2024-25 CAST % Met/exceeded All Students 18.39% EL 0.00% SED 14.75% Hispanic 14.82% Source: CAASPP Website	2025-26 CAST (Science Points) All Students 48 EL 41 SED 45 Hispanic 46 Source: CA School Dashboard	All Students: -0.13% EL: 0% SED: +0.46% Hispanic: -1.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2024-25 CAST (Science Points) All Students45.9 EL38.5 SED43.1 Hispanic44.1 Source: CA School Dashboard		
4	% EL who made progress towards English Language Proficiency Source: CA School Dashboard	40.5% Source: 2023 Dashboard	40.4% Source: 2024 Dashboard	50.5% Source: 2025 Dashboard	2025-26: 51%	+10%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 7.72% Proficient	2023-24: 11.46% Proficient	2024-25: 16.8% Proficient	2025-26: 17.6%	+9.08%
6	Reclassification Rate Source: CALPADS	2022-23: 2%	2023-24: 15.4%	2024-25: 16.9%	2025-26: 17.6%	+14.9%
7	Attendance Rate Source: CALPADS	2022-23: 94.8%	2023-24: 97.46%	2024-25: 94.2%	2025-26: 94%	-0.6%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students9.7% EL11.2% SED10.4% SWD11.3% Hispanic9.5%	2023-24: Chronic Absenteeism Rate All Students3.3% EL4.5% SED4.2% SWD2.2% Hispanic3.2%	2024-25: Chronic Absenteeism Rate All Students5.5% EL7.7% SED5.8% SWD6.1% Hispanic5.3%	2025-26 Chronic Absenteeism Rate All Students5.0% EL7.0% SED5.0% SWD5.5% Hispanic5.0%	All Students: -4.2% EL: -3.5% SED: -4.6% SWD: -5.2% Hispanic: -4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: Suspension Rate All Students 0.2% EL 0.4% SED 0.2% SWD 1.0% Hispanic 0.2%	2025-26 Suspension Rate All Students 1.0% EL 0.6% SED 0.4% SWD 0.0% Hispanic 0.5%	All Students: +0.2% EL: +0.4% SED: +0.2% SWD: +1% Hispanic: +0.2%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 97%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+3%

NOTE: In the 2026-27 school year, EJE Dual Language Academy will serve grades TK-8 (initial year), therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (Gr 11 SBAC)
- Priority 5:
 - Middle School dropout rate (will be added in the 2027-28 LCAP)
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 2025-26

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

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

Action 1: This action has been fully implemented. A comprehensive, multilevel assessment system is in place to guide data-driven instruction. Both summative and formative assessments are consistently administered across all subject areas and grade levels, with assessment data directly informing classroom-level academic interventions to ensure targeted support for student needs.

For literacy, Level Learning is administered three times per year in both Spanish Language Arts (SLA) and English Language Arts (ELA), using an interweaved assessment approach to track student progress. Students in grades 3–5 also participate in the state-mandated CAASPP summative assessment at the end of the academic year.

NWEA MAP Assessments are administered on a structured schedule throughout the year. Reading in grades 2–5; and Spanish Language Arts in grades 2–5, are each assessed two times per year, while Mathematics in grades K–5; and Science in grade 5, are each assessed three times per year.

Challenges: A key challenge is developing more efficient methods for analyzing student data for specific target groups, particularly English Learners (ELs) and students with disabilities, in order to better address their needs. While the school's primary focus has been on strengthening Tier 1 instruction, Tier 2 and Tier 3 interventions are still being refined. Additionally, the school is collaborating with the district (CVUSD) to implement the Screening for Risk of Reading Difficulties–Multitudes protocol, with all K–2 students to be assessed by March.

Successes: A review of current NWEA data shows progress across all subjects compared to the same period last school year (Winter 2024 to Winter 2025). Weekly data conversations continue to be a consistent practice, contributing to improved student results and more effective progress monitoring. The addition of structured reteach planning has also led to measurable increases in student mastery.

Action 2: The current curriculum, Benchmark Express ELD Curriculum, intentionally integrates explicit vocabulary instruction, research-based comprehension strategies, and structured language development supports aligned to the California English Language Development (CA ELD) Standards. To ensure coherence and access for English Learners, the ELD and ELA scope and sequence have been purposefully aligned so that students receive coordinated, systematic support to engage effectively with grade-level ELA content.

Collaboration time and professional development with the K–2 Instructional Coach have focused on strengthening targeted reading support in Spanish through small-group instruction. These groups emphasize foundational literacy skills, helping students develop the competencies needed for successful language transfer from Spanish to English. This approach supports biliteracy development while accelerating English language acquisition.

The Dean of Academics Literacy has further supported instructional quality by equipping teachers with evidence-based pedagogical practices, including the integration of GLAD strategies across content areas. These strategies promote academic language development, student engagement, and improved academic outcomes for English Learners. ELD benchmark assessment data are routinely analyzed to monitor student progress, inform instructional decisions, and adjust supports as needed, ensuring instruction remains responsive and targeted.

Challenges: Monitoring of designated and integrated ELD instruction is still in the developing phase. Formal observation rounds focused specifically on ELD instruction have not yet occurred, limiting opportunities to gather consistent instructional feedback, identify strengths, and determine areas for growth in ELD implementation across classrooms.

Additionally, while in-house assessment data are collected regularly, analysis has not yet been fully disaggregated to examine the performance and progress of English Learners as a subgroup. This has limited the ability to precisely identify achievement gaps, monitor growth trends, and inform targeted instructional planning and interventions for English Learners.

Successes: Implementation efforts have resulted in increased instructional alignment school-wide, particularly in ELA and ELD practices. Teachers are implementing consistent instructional routines, shared strategies, and aligned expectations, at a higher frequency, which has strengthened coherence across grade levels and improved access to grade-level content for all students, including English Learners.

In grades K–2, there is strong alignment in small-group instruction, with educators using common approaches and targeted supports to address foundational literacy skills. This alignment has supported early intervention and contributed to stronger literacy foundations. As a result, students across all grade levels are demonstrating growth in reading achievement, with reading level data indicating positive progress school-wide.

Action 3: A math intervention block is provided in most grade levels, offering students additional targeted support from their classroom teacher based on individual need. While dedicated intervention blocks for both math and reading are not yet in place, the Spanish reading interventionist supports students across all grade levels, and instructional aides provide reading support in Spanish for TK–3.

Teachers in K–2 have been trained in small-group instruction through Yu Ming and the Instructional Leadership Team (ILT). School-wide, teachers in TK–5 are delivering both Tier 1 and Tier 2 instruction in the classroom. Having an adopted curriculum in math, Spanish, English, and ELD has enabled teachers to provide more specific, rigorous instruction aligned to grade-level expectations.

To address learning gaps, the school has intentionally incorporated a week of standards-based reteach following assessments. During this time, students are reevaluated on targeted standards, which are then spiraled throughout subsequent instruction. This approach has proven effective in strengthening student mastery.

The tutoring program from the prior year was discontinued after NWEA pre- and post-assessment data showed minimal growth, and the program did not address individual student needs in a timely manner. Similarly, NWEA MAP Math Accelerator was discontinued since the program was being used primarily for extension rather than as a supplemental intervention tool. Other programs such as Freckle Math, Reading A–Z, and Zearn are not currently planned for use. Supplemental resources currently in use include Scholastic, Okapi, Benchmark, and Leveled Learning.

Challenges: Due to scheduling constraints, not all teachers across every grade level have the opportunity to engage in tiered intervention. Teachers provide small-group tiered instruction for SLA and ELA using a structured model; however, there is a need to expand this approach to include math intervention, which will require revising the master schedule to identify dedicated time.

Small-group instruction for ELA is also limited in the number of students who can be served based on need. Teachers continue to face challenges in planning for differentiated instruction due to time constraints, which can delay the ability to respond to student needs within the classroom in a timely manner. The school is actively working to tighten the small-group structure across all grade levels to ensure students are receiving the specific skills-based support they need.

Successes: A small-group instructional structure is in place across all grade levels, which represents meaningful progress. Teachers are using NWEA data and formative assessments to identify the students with the greatest need and are utilizing independent work time to pull students for additional targeted practice. Ongoing efforts to refine and strengthen this structure are aimed at ensuring consistency and increasing the effectiveness of small-group instruction school-wide.

Action 4: EJEEA is in its third year of implementing the Second Step SEL curriculum across all grade levels, and it continues to be delivered with fidelity in every classroom. The school also continues implementing the Virtues Project through daily morning messages and community class time and is exploring additional professional development and family engagement opportunities related to the Second Step SEL curriculum.

The Dean of School Culture leads and collaborates on school-wide SEL and PBIS initiatives, including coaching staff, supporting behavior systems, and reinforcing expectations through assemblies and classroom presentations. These efforts emphasize preventative support and consistent messaging around SEL, virtues, and mental health. The school counselor provides small-group counseling services and supports staff with behavioral and SEL best practices, while the social worker collaborates with staff and families to address barriers to learning, including behavioral health concerns, attendance challenges, and basic living needs.

Classroom management continues to focus on supporting the whole child through the integration of SEL competencies aligned with the CASEL framework, as well as restorative practices. Behavioral trends and classroom management are viewed through an MTSS lens to best support learner needs. All staff continue to be trained in restorative practices, and the school's peer mentor program remains active. A new group of students has also been trained as Peer Mediators, who are becoming increasingly involved in supporting conflict resolution and promoting positive behaviors among their peers.

To monitor SEL outcomes, EJEEA continues to use Panorama surveys for staff, families, and school climate data. For students, the school has transitioned from the Panorama SEL survey to Sown To Grow, which provides weekly check-in data to better support student SEL needs in real time.

Challenges: Ensuring consistent implementation of Second Step across all grade levels and classrooms remains a challenge, particularly while balancing instructional time. Scheduling additional staff training alongside instructional priorities continues to require careful planning, and ongoing staff support around integrating SEL practices into academic instruction throughout the day remains an area of focus.

Balancing time for behavioral health and counseling services, school-wide initiatives, and responsive student support is an ongoing challenge. Assemblies, workshops, and staff support require sustained systemic planning to be effective. Additionally, collaboration with a Behavioral Analyst is an area that needs to be explored, as the school is currently relying on its internal Lead Behavior Support (LBS) team rather than outsourcing this service.

Family completion rates on Panorama surveys also remain an area for growth. The school is currently working to address this by offering incentives for survey completion.

Successes: Students and teachers have developed increased familiarity with SEL language, which is evident when students engage with counseling and other support staff. Students also continue to build familiarity with virtues language and demonstrate growing awareness of positive values and behaviors. Teachers are increasingly incorporating SEL language and strategies into classroom routines, particularly around self-regulation, which continues to be a key area of focus.

Sown To Grow has proven to be a powerful tool for both students and staff. Students check in on a weekly basis and receive live responses from their teachers, while the counseling team is working to gather and tier this data to inform student support. Administration is actively monitoring this data as well.

Students have benefited from increased access to behavioral health services and consistent reinforcement of SEL and behavior expectations. Families have also received support that helps address barriers to learning. Students are showing enthusiasm for leadership opportunities such as the Peer Mediator program, and all staff, regardless of role, have the opportunity to learn how to best support students in their SEL development.

Action 5: This action has been fully implemented. All students receive a broad course of study that extends beyond core subjects. The core curriculum includes English Language Arts (ELA), Spanish Language Arts (SLA), Mathematics, Science, Social Studies, and Physical Education. In addition, students participate in enrichment programs in Music, Art, and Library.

As part of the school's Literacy Initiative, Library enrichment provides instruction on accessing and utilizing the online catalog, conducting internet research, and navigating educational databases. This program equips students with essential information literacy skills to support academic success across content areas.

Challenges: With the adoption of the new curriculum, incorporating science into daily instructional plans has been a challenge, particularly at the fifth-grade level where teachers must be intentional about integrating Next Generation Science Standards (NGSS). While the Benchmark curriculum is NGSS-aligned, fifth-grade teachers are actively strategizing to ensure students have the tools and preparation needed to perform well on the California Science Test (CAST).

Successes: Students visit the library on a weekly basis, where they engage in read-alouds and have the opportunity to check out books for home reading or independent reading time. In Music, students learn to play instruments such as the xylophone and recorder, while Art instruction covers both artistic techniques and the history of art. These enrichment experiences are designed to develop student interest in the arts and music prior to middle school, where they will be better prepared to make informed decisions about elective selections.

Students also participate in Physical Education twice per week, supporting their overall health and well-being, which research shows positively impacts academic performance. This regular physical activity also helps prepare students for a smoother transition to middle school, where they will engage in physical activity daily and for longer periods.

Action 6: This action was partially implemented. East County serves as the SELPA provider for EJEEA, and special education services continue to be supported through a combination of district-provided staffing (Cajon Valley Union School District) and school-based (EJEEA) leadership. The Special Education department is led by EJEEA's Special Education Lead who works closely with Education Specialists and paraprofessionals to ensure coherence and alignment of services for students with IEPs, including both push-in and pull-out supports. The Special Education Lead also provides weekly training and coaching for Special Education Classroom Aides (SECAs) focused on implementing instructional strategies, accommodations, and supports with fidelity.

The school has seen growth in collaboration between district-employed Education Specialists and general education teachers. Currently, four of the five Education Specialists are regularly participating in collaboration meetings, which represents meaningful progress. However, consistent and fully integrated collaboration across all classrooms remains an area for continued improvement.

Challenges: While coordination between general education and special education staff has improved, instructional integration is still uneven across grade levels and classrooms. In addition, progress monitoring for students with disabilities needs to be strengthened to ensure the focus extends beyond compliance and results in measurable academic growth. Paraprofessionals currently review progress data related to behavior and IEP goals, but the school needs more consistent analysis of academic performance data tied to grade-level expectations and in-class outcomes. Looking ahead, coordinating services across general and special education settings and preparing for the SELPA transition also requires additional planning and systems development.

Successes: Collaborative service delivery structures and ongoing professional learning have supported continuity of IEP implementation and strengthened alignment among Education Specialists, paraprofessionals, and general education staff. Weekly coaching for SECAs has reinforced implementation of accommodations and classroom-based supports, contributing to more consistent service delivery for students with disabilities.

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.

Following is an explanation of material differences between budget expenditures and estimated actual expenditures for the actions under Goal 1.

- **Action 3: Addressing Academic Needs to Accelerate Learning:** Estimated actual expenditures for Action 3 exceeded budgeted expenditures because an Assessment Coordinator position was added to the action during the 2025-26 school year. The Assessment Coordinator supported the school's assessment

administration, data analysis, and progress monitoring work tied to the action's tiered intervention and MTSS components, and the additional staffing cost was the principal driver of the variance between the budgeted and estimated actual expenditures.

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

Action 1: As measured by NWEA assessment data and ongoing progress monitoring, this action is effective in tracking student growth and informing instruction. However, continued focus is needed on disaggregating data for specific student groups and strengthening differentiated Tier 2 supports, particularly for English Learners and students with disabilities.

Action 2: As measured by NWEA assessment data, this action is effective. Students are demonstrating growth and moving closer to the 50th percentile compared to the previous school year, reflecting the impact of coordinated instruction, targeted supports, and ongoing educator collaboration. Continued focus on disaggregating data for English Learners and formalizing ELD observation protocols will be essential to sustaining and deepening this progress.

Action 3: As measured by NWEA data and formative assessment results, the standards-based reteach model and tiered instructional structure show promise, but this action is not yet fully effective. Continued work is needed to strengthen both Tier 1 and Tier 2 interventions, particularly for English Learners, and to address scheduling barriers that currently limit the scope and consistency of intervention across content areas and grade levels.

Action 4: As measured by Sown To Grow weekly check-in data, Panorama survey results, and observed growth in student use of SEL language and self-regulation strategies, this action is effective. Moving forward, the school should continue to leverage the full range of tools the program provides, strengthen family survey participation, and deepen the integration of SEL practices across academic instruction.

Action 5: As measured by student participation and access to a well-rounded instructional program, this action is effective. Students benefit from both rigorous core instruction and enrichment opportunities that support academic development, physical well-being, and the cultivation of broader interests. Continued attention to strengthening science integration, particularly in preparation for the CAST assessment, will further enhance the impact of the school's broad course of study.

Action 6: This action has been partially effective. Systems are in place to maintain compliance and deliver required special education services, and collaboration practices have improved. Continued collaboration is needed to strengthen inclusive instructional practices, improve progress monitoring systems, and deepen the use of individual student academic data to ensure students with disabilities receive the precise supports necessary to accelerate learning and improve outcomes.

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.

Effective July 1, 2026, EJE Elementary Academy and EJE Middle Academy merged into a single TK-8 charter school operating as EJE Dual Language Academy ("EJEDLA"). The Goal 1 statement is unchanged under this LCAP cycle. The revisions described below reflect deliberate decisions informed by the school's comprehensive needs assessment conducted in 2025-26, educational partner feedback, leadership transitions, and the structural realities of the merger.

New Action: Improving Outcomes for Long-Term English Learners: Now that EJEDLA serves TK-8, the LCAP includes a dedicated action, Action 7, focused on Long-Term English Learners (LTELs), the student group most concentrated in the middle grades, and on dually identified LTEL students with disabilities. The

action establishes a protected daily designated ELD period and a coordinated set of targeted interventions, including pull-outs, a Saturday Academy aimed at middle school LTELs, after-school tutoring, and summer school, all aligned to the school's dual-language model and biliteracy mission.

Leadership Transitions: EJEDLA has undergone significant leadership transitions during this LCAP cycle. A new Executive Director began service in 2025-26, and a new incoming Principal will assume the role in 2026-27. The incoming Principal brings extensive expertise in English Language Development, an identified area of need, and will co-lead the restructured Multi-Tiered System of Supports alongside the Executive Director. These transitions have shaped the staffing and program adjustments that follow.

Comprehensive Needs Assessment and Staffing Realignment: To ensure a fiscally sustainable program that is both rigorous and responsive to student need, the 2026-27 LCAP reflects staffing decisions informed by the school's 2025-26 comprehensive needs assessment. That assessment examined resource inequities, evaluated current resource allocations, and incorporated feedback from educational partners, including families, staff, and the governing board.

Based on that analysis, the school has eliminated the Dean of School Culture, the Dean of Literacy, the elementary Instructional Coach, the Social Worker, and the Data and Assessment Coordinator. The responsibilities formerly housed in those positions have been redistributed and strengthened across existing roles. The Principal will lead discipline, the implementation of social-emotional learning, and the school's English Language Development and literacy initiatives. The Counselor will lead many SEL and behavior initiatives and serve on the MTSS team. The School Psychologist will engage directly with families and will also serve on the MTSS team. The MTSS team itself will be restructured and systematized, co-led by the Principal and Executive Director, with formal protocols for data review, identification of students for tiered intervention, and ongoing measurement of program effectiveness. Collectively, these decisions are designed to sharpen the school's focus on student learning, strengthen support for teachers, and direct resources to the practices most likely to accelerate outcomes.

SELPA Transition and Services for Students with Disabilities: Beginning in 2026-27, EJEDLA will transition to the El Dorado SELPA as its Special Education Local Plan Area provider. This transition reflects the school's commitment to address the diverse learning needs of students with disabilities, strengthen specialized instruction, and close persistent achievement gaps for students with disabilities, English Learner students with disabilities (EL/SWD), and Long-Term English Learner students with disabilities (LTEL/SWD). A newly established Director of Special Education will lead the special education team, which includes Resource Specialist Program (RSP) teachers. The Services to Support Students with Disabilities action has been strengthened accordingly, with clear team responsibilities across academic, behavioral, mental health, and IEP-implementation domains.

Strengthened Accountability Under MTSS and the California Community Schools Framework: The Goal 1 actions have been strengthened to ensure accountability, improve student outcomes, and align with the school's implementation of MTSS and the California Community Schools Framework. The restructured MTSS team, the consolidation of instructional leadership under the Principal, and the inclusion of the Director of Special Education on the team create a coordinated structure through which academic, behavioral, social-emotional, and mental health supports are planned, monitored, and adjusted as a single system rather than as parallel initiatives.

Metric Modifications: Two metric changes have been made under Goal 1. First, with the release of the 2025 California School Dashboard, the State Board of Education added the Science Academic Indicator, reported using Science Points. To maintain alignment with the Dashboard, EJEDLA will report California Science Test (CAST) results using Science Points going forward.

Taken together, the changes described above reflect deliberate reflection on prior practice, the structural realities of the merger, leadership transitions, and the findings of a comprehensive needs assessment grounded in resource equity, resource allocation, and educational partner feedback. The Goal 1 statement remains the same; the actions and metrics through which the school pursues it have been refined to better address the academic, behavioral, social-emotional, and mental health needs of every student group and to better support teachers in delivering EJEDLA's rigorous, dual-language educational program.

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	Measuring Student Progress – Assessments	During the 2026-27 school year, EJE Dual Language Academy (“EJEDLA”), the newly merged TK-8 charter school formed from EJE Elementary Academy and EJE Middle Academy, will implement a comprehensive assessment system across all grades, transitional kindergarten through grade 8. The system encompasses universal screeners (diagnostic), interim, benchmark, formative, and summative assessments, along with state-mandated testing. Through its Multi-Tiered System of Supports (MTSS) framework, the school will collect, disaggregate, and analyze assessment data by student group, grade level, and content area to monitor student progress and identify learning needs. Core Assessment Program EJEDLA’s primary assessment tool will be NWEA MAP (Measures of Academic Progress), approved by the California State Board of Education as a verified data source. This research-based, computer-adaptive assessment aligns with state standards and accurately measures each student’s academic level and growth over time, providing teachers with actionable data to target instruction for all learners regardless of their position relative to grade level. NWEA MAP Assessments (TK-8) • Reading (Grades 2-8): Administered 2 times per year. • Mathematics (Grades K-8): Administered 3 times per year. • Spanish Language Arts (Grades 2-8): Administered 3 times per year. • Science (Grades 5 and 8): Administered 3 times per year. Additional Assessments • State-mandated assessments: CAASPP, CAST, ELPAC, and the Physical Fitness Test (PFT). • Interim CA Science Test (Grades 3-8): Administered to monitor student progress on the California Next Generation Science Standards and to support instructional planning in advance of the summative CAST. • End-of-unit benchmark assessments through the Illuminate platform.	\$24,500	N

Action #	Title	Description	Total Funds	Contributing
		• Leveled reading assessments for literacy progress monitoring. • BPST (Basic Phonics Skills Test) for phonics assessment. • MAP Accelerator for mathematics intervention support. • Screening for Risk of Reading Difficulties (Grades K-2) as required by Education Code Section 53008. Data Review, Analysis, and Use All assessment results will be reviewed and analyzed by the school's MTSS team and used for discussion during staff meetings, grade-level and content-area teacher meetings, instructional coaching cycles, leadership team meetings, and Advisory Committee meetings, and will be presented to the governing board. Findings will be used to identify students for intervention, guide the equitable allocation of resources, and measure program effectiveness. Technology Integration All assessments are administered, scored, and reported through integrated technology platforms (NWEA MAP, Illuminate, MAP Accelerator, and state testing systems), allowing teachers, instructional coaches, and the MTSS team to access timely, disaggregated data to inform instruction, intervention, and progress monitoring across the TK-8 program.		
2	Strengthening EL Program & Services	The English Learner student group received a Red performance level on the 2023 California School Dashboard for the English Language Arts Academic Indicator and again on the 2024 Dashboard, reflecting a sustained concern in ELA performance. On the 2025 Dashboard, the indicator improved to an Orange performance level, signaling meaningful progress for English Learners. The English Learner Progress Indicator (ELPI) followed a similar upward trajectory, advancing from Orange on the 2023 and 2024 Dashboards to Green on the 2025 Dashboard. These results indicate that the school's needs to continue to produce growth and that sustained, targeted action is needed to continue accelerating English Learner outcomes. The school's needs assessment further reveals that English Learners in the upper grades struggle with phonological awareness and reading comprehension, both critical to reading success, and that many English Learners lack foundational skills in their primary language (Spanish), preventing them from transferring knowledge to English (L2). This creates a continued need for targeted interventions, including	\$102,000	N

Action #	Title	Description	Total Funds	Contributing
		explicit vocabulary instruction, focused comprehension strategies, and structured language development support. 2026-27 Implementation Plan During the 2026-27 school year, the school will continue to implement the Benchmark Education ELA and ELD curriculum with fidelity to address these challenges. This comprehensive approach provides students with access to strategies that build depth in word knowledge and reinforce new vocabulary, and the school will align its ELD and ELA scope and sequence to ensure English Learners receive coordinated support to access ELA curriculum content effectively. English Learners will utilize Benchmark Education supplemental intervention literacy resources in both print and digital formats, with focused instruction designed to close skill gaps and support English Learners on their path to mastery. All English Learners will continue to receive both designated and integrated English Language Development instruction. Instructional Support To address the challenge of limited first-language foundation, the school's Spanish Interventionist will provide targeted reading support in Spanish, helping students build the foundational skills necessary for successful transfer to English. To accelerate English language acquisition and ELPAC proficiency, the school will offer a Saturday Academy that provides English Learners with additional support in language acquisition, with a focus on the reading, writing, and speaking domains of the ELPAC. Teachers will continue to receive professional development on evidence-based strategies that support language acquisition, and the school will implement either GLAD or QTEL professional development for all teachers, equipping staff with consistent, research-based approaches for use across all content areas. For the middle school grades (6-8), the master schedule has been revised to include one full period of designated English Language Development for all English Learners, meeting daily. Designated ELD will be delivered for 50 minutes, four times per week, and for 30 minutes on minimum days, ensuring that every middle school English Learner receives dedicated, daily language instruction in addition to integrated ELD across content areas. Leadership and Coaching The Principal will take an active role in strengthening the English Learner and English Language Development instructional program. The Principal will conduct classroom walkthroughs, ensure that both designated and integrated ELD		

Action #	Title	Description	Total Funds	Contributing
		instruction is rigorous, and ensure calibration of ELD instruction across classrooms. Through ongoing monitoring of designated and integrated ELD, the Principal will provide teachers with feedback, develop professional development aligned to identified needs, and identify targeted instruction that supports academic achievement. Each grade level will develop literacy goals for its English Learners, creating clear, measurable expectations for progress and a shared focus for grade-level collaboration. Program Governance The EL Master Plan will undergo comprehensive review and revision to reflect changes in the EL program for the 2026-27 school year. The updated plan will be presented to the ELAC and EL-PAC for input and feedback, ensuring that EL families have a voice in shaping the program that serves their children. Through this multi-faceted approach combining sustained curriculum implementation, targeted intervention, expanded learning through Saturday Academy, evidence-based professional development, strong administrative leadership, and systematic monitoring, EJE Dual Language Academy will build on the gains already evident on the 2025 Dashboard and continue to advance English Learners toward English language proficiency and academic success.		
3	Addressing Academic Needs to Accelerate Learning	EJE Dual Language Academy ("EJEDLA") is deeply committed to addressing chronic achievement gaps across every grade level in the TK-8 program. On the 2023 California School Dashboard, the English Learner student group received a Red performance level for the English Language Arts Academic Indicator. On the 2024 California School Dashboard, the English Learner, socioeconomically disadvantaged, and Hispanic student groups each received a Red performance level for the English Language Arts Academic Indicator. These results, together with the school's own local data, establish a clear, data-based need to accelerate learning for the student groups furthest from grade-level standards. The action below describes the coordinated, multi-year strategy through which the school will close those gaps for English Learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, the Hispanic student group, unduplicated pupils, and all students. Restructuring and Systematizing the Multi-Tiered System of Supports For the 2026-27 school year, EJEDLA will restructure and systematize its Multi-Tiered System of Supports (MTSS) so that academic intervention operates as a school-wide, data-driven system rather than a collection of independent efforts. The MTSS team will be formalized and co-led by the Executive Director and the	\$3,182,356	Y

Action #	Title	Description	Total Funds	Contributing
		Principal, with a clear meeting cadence, shared protocols for reviewing student data, and consistent processes for identifying students for tiered intervention. The team will include the Instructional Coach, the Spanish Interventionist, the Director of Special Education, the Counselor, the School Psychologist, Lead Teachers, and Paraprofessional representatives. Through this restructured team, the school will measure program effectiveness, drive instructional and resource decisions, and ensure that supports for every student group are coordinated and continuously improved. Elementary Daily Intervention For the elementary grades, intervention will be built directly into daily instruction and led by the classroom teacher, with the support of paraeducators and instructional aides. Embedding intervention into the regular instructional day ensures that elementary students receive timely, targeted support in the contexts in which they are learning, that classroom teachers retain primary responsibility for student progress, and that paraeducators (LREBG funded: \$406,672; ELOP funded: \$49,802; LCFF S&C funded: \$647,000) and instructional aides extend the teacher's capacity to deliver small-group and individual support. Students will be identified and grouped based on local assessment data, including NWEA MAP results, and instruction will be adjusted as progress monitoring data indicate. Middle School Daily Intervention Block Beginning in the 2026-27 school year, all middle school teachers will deliver a daily intervention period of 50 minutes on regular school days and 30 minutes on Wednesdays, which are minimum days. The structure and content of the block will be developed based on student need, with each department collaborating with the Instructional Coach and the Principal to design an individualized intervention plan for each student in English Language Arts and Mathematics. During the block, students will receive tiered intervention through push-in or pull-out models, with the model chosen to match each student's level of need. Students will be identified through local assessments, including NWEA MAP results, and performance on state-mandated assessments, ensuring that placement is driven by current data rather than assumption. Expanded Learning Opportunities EJEDLA will extend learning beyond the regular school day to provide additional time for students who need it most. Tutoring will be offered after school and on Saturdays through the Expanded Learning Opportunities Program (ELOP), supplemented by intersession programming in the fall and spring and by summer programming. Each session will include pre- and post-assessments to evaluate the		

Action #	Title	Description	Total Funds	Contributing
		effectiveness of the interventions delivered and to inform the allocation of resources to the most effective strategies. English Learners, Long-Term English Learners, students with disabilities, and unduplicated pupils will be prioritized for these expanded learning opportunities, in direct recognition of the persistent gaps between their current performance and grade-level standards. Coordinated Tiered Intervention Services Students identified for intervention will have access to a coordinated set of tiered services calibrated to their level of need. The Spanish Reading Interventionist will provide targeted first-language reading support to strengthen foundational skills that transfer to English, recognizing that limited Spanish literacy is a documented barrier to English language acquisition for many of the school's English Learners. Tiered classroom support will be delivered by classroom teachers and instructional aides, and adaptive online tools, including MAP Accelerator for mathematics, will provide individualized, data-driven practice. The MTSS team will closely monitor student use of these services and platforms to evaluate the effectiveness of each, ensuring that resources are directed to the most effective interventions and that approaches that do not produce growth are adjusted promptly. Data Monitoring, Analysis, and Transparency Data on student progress, intervention participation, and platform use will be collected and analyzed by the Assessment Data and Education Technology Manager and presented to the school's leadership team and the MTSS team. Findings will inform staff professional development and grade-level and department planning periods, ensuring that data routinely shapes instruction and intervention rather than being reported at year's end alone. Results will also be shared with EJEDLA's educational partners, including parents, students, and the governing board, reinforcing the school's commitment to transparency and accountability for the resources invested in accelerating student learning. Staffing to Sustain Acceleration For the 2026-27 school year, EJEDLA will hire additional support staff to ensure that students have consistent access to intervention and tiered support during the instructional day, after school, and through Saturday tutoring. This staffing investment ensures that the systems described above can be implemented at the level of intensity required to close achievement gaps and that intervention remains available across regular and expanded learning settings. Anticipated Outcomes		

Action #	Title	Description	Total Funds	Contributing
		Through this coordinated and intentional approach, including a restructured and systematized MTSS co-led by the Executive Director and Principal, a protected daily middle school intervention block, expanded learning through ELOP, Saturday tutoring, intersession, and summer programming, coordinated tiered services with first-language support and adaptive online tools, rigorous data monitoring with transparent reporting, and additional support staffing, EJE Dual Language Academy expects measurable improvement in English Language Arts and Mathematics performance for English Learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, the Hispanic student group, and all students across the TK-8 program, and steady progress toward closing the chronic achievement gaps that have defined the school's recent Dashboard results.		
4	Addressing Social-emotional & Behavioral Student Needs	EJE Dual Language Academy ("EJEDLA") is committed to addressing the social, emotional, and behavioral needs of every student as an integral part of its work as a Community School. Strong relationships, a supportive school climate, and consistent expectations create the conditions under which students learn, and the action below describes the coordinated curriculum, staffing, systems, and partnerships through which EJEDLA will meet these whole-child needs in the 2026-27 school year. Social-Emotional Learning Curriculum EJEDLA will continue its implementation of the Second Step social-emotional learning (SEL) curriculum. Rather than being delivered as a standalone program, Second Step will be braided into teachers' daily lessons across content areas, so that SEL skills are taught and reinforced throughout the instructional day rather than confined to a single block. Teachers will receive ongoing coaching and training to ensure consistent and effective integration. The Virtues Project will also continue as a schoolwide initiative, with daily discussions of virtues during morning messages and community meetings, reinforcing positive values and behaviors across the TK-8 program. Coordinated Behavior and Climate Practices Second Step will be integrated with Positive Behavioral Interventions and Supports (PBIS), Community Circles, and Restorative Practices. Together, these approaches are designed to proactively nurture positive relationships, promote a supportive school climate, teach self-regulation, and foster a strong sense of community among students and staff. Teachers will integrate the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework into their	\$410,243	Y

Action #	Title	Description	Total Funds	Contributing
		instruction, focusing on the five core competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies will be embedded within the school's Multi-Tiered System of Supports (MTSS), PBIS, and the Virtues Project, enabling teachers to tailor lessons to each student's needs and improve both behavior and academic outcomes. Leadership and Staff Roles The Principal will oversee schoolwide discipline and the implementation of social-emotional learning, providing leadership for behavior expectations, the behavior matrix, and the consistent application of PBIS, Community Circles, and Restorative Practices across both school sites. The Counselor (Title I funded: \$60,354; LREBG funded: \$51,229) will lead many of the school's SEL and behavior initiatives. The Counselor will provide small-group counseling services for students, facilitate professional development for staff on behavioral challenges and SEL best practices, co-lead schoolwide assemblies and presentations, and offer parent workshops focused on social-emotional learning and strategies for addressing student behavioral challenges. The Counselor is also a member of the MTSS team and contributes to the coordinated review of student data and the identification of tiered supports. The School Psychologist (Title I funded: \$131,966) will work with families to address the social, emotional, and behavioral factors that affect student learning, and will serve as a member of the MTSS team, ensuring that psychological expertise informs schoolwide decision-making and the identification of students for tiered intervention. In addition, a Behavioral Analyst will collaborate with teachers to develop individualized behavior plans and demonstrate effective strategies for addressing behavioral challenges and minimizing classroom disruptions, supporting students whose behavior impedes their learning or the learning of others. MTSS as the Coordinating Structure The MTSS team serves as the coordinating structure for social, emotional, and behavioral supports at EJEDLA, replacing previous coordinating arrangements. The team includes the Principal, the Executive Director, the Counselor, the School Psychologist, the Instructional Coach, the Director of Special Education, teacher representatives, a paraprofessional representative, and the Spanish Interventionist. The team meets regularly to review and analyze student data, identify students for tiered intervention, measure program effectiveness, drive		

Action #	Title	Description	Total Funds	Contributing
		instructional and educational decision-making, and evaluate the effectiveness of the school's social-emotional and behavioral systems. Monitoring Progress and Data-Driven Decision-Making To monitor progress and inform decision-making, EJEDLA will administer Panorama surveys to all students, staff, and families. These surveys serve as a universal SEL screener, assessing school climate, connectedness, and student SEL needs. The Panorama platform provides a visual dashboard for interpreting data and taking immediate action to improve student outcomes. Recognized as evidence-based under the Every Student Succeeds Act (ESSA), Panorama surveys help educators implement best practices for intervention management and also support the well-being and social-emotional capacity of staff. The MTSS team will use Panorama data alongside attendance, behavior, and academic data to identify needs, allocate resources, and measure program effectiveness. Community Partnerships and Wrap-Around Supports As a Community School, EJEDLA will continue to provide integrated supports and comprehensive wrap-around services to improve student outcomes. The school will partner with organizations and agencies such as Crossroads Family Center, Family Health Centers of San Diego, Bastyr Clinic (offering onsite services twice weekly, and McAllister for mental health supports. These partnerships extend the school's capacity to meet the mental health and social-emotional needs of students and families beyond what school staff can provide alone. Ongoing Professional Development and Student Leadership Teachers and staff will receive ongoing restorative practices training to best meet students' social-emotional and behavioral needs and to continue promoting a positive school culture. Students will also have opportunities to participate in a peer mentor program with middle school students, promoting the development of healthy social and behavioral skills and reinforcing the school's positive climate from within the student community. Through these comprehensive and coordinated efforts, including Second Step SEL braided into daily instruction, integration with PBIS, Community Circles, Restorative Practices, and the CASEL framework, focused leadership from the Principal, the Counselor, and the School Psychologist, MTSS as the coordinating structure, Panorama-based progress monitoring, community partnerships for wrap-around services, and ongoing professional development, EJE Dual Language Academy will improve student behavior, academic success, and overall school		

Action #	Title	Description	Total Funds	Contributing
		climate, ensuring a safe, supportive, and inclusive environment for all members of the school community.		
5	Broad Course of Study	EJE Dual Language Academy (“EJEDLA”) is committed to providing all students with a comprehensive and well-rounded education across the TK-8 grade span. The core curriculum includes English Language Arts (ELA), Spanish Language Arts (SLA), Mathematics, Science, Social Studies, and Physical Education. In addition to these foundational subjects, all students have access to enrichment opportunities in Art and Music, fostering creativity and self-expression. Spanish Course Sequence and Honors Pathway (Middle School) For the middle school grades, the dual-language immersion Spanish courses will be labeled Spanish Level 1, Spanish Level 2, and Spanish Level 3, providing a clear sequence that reflects students’ increasing proficiency. Students who progress above Spanish Level 3 will have the option to enroll in a Spanish Honors class, which offers more advanced content and continues to develop biliteracy at a higher level. Eighth grade students will have the option to take the Advanced Placement (AP) Spanish Language and Culture examination, providing the opportunity to earn college credit while still in middle school. This pathway recognizes the depth of language development possible within EJEDLA’s dual-language program and creates a tangible college-going opportunity for the school’s biliterate students. Middle School Electives EJEDLA will offer Student Leadership as an elective for the middle school grades, providing students with structured opportunities to develop leadership skills, contribute to the school community, and engage in civic learning. Journalism will also be offered as a middle school elective, supporting students’ development of writing, research, and media literacy skills. Music as a Schoolwide Elective Music courses will be added as electives schoolwide, expanding access to music education beyond the existing enrichment offerings and ensuring that students across the TK-8 grade span can develop musical knowledge, skills, and expression. Library and Information Literacy As part of the school’s Literacy Initiative, students also participate in Library enrichment. This program provides instruction on how to access and utilize the	\$342,873	N

Action #	Title	Description	Total Funds	Contributing
		online catalog, conduct internet research, and navigate educational databases, equipping students with essential information literacy skills for academic success. Through this broad course of study, including a strong academic core, enrichment in art and music, a clearly leveled Spanish course sequence with an Honors pathway and an AP option in eighth grade, middle school electives in Student Leadership and Journalism, schoolwide music electives, and library and information literacy instruction, EJE Dual Language Academy ensures that every student receives a diverse and enriching educational experience that supports both academic and personal growth.		
6	Services to Support SWD	The academic performance of the Students with Disabilities (SWD) has been declining, surfacing a clear and urgent need for strengthened services and supports. On the 2025 California School Dashboard, this student group received an Orange performance level on the English Language Arts Academic Indicator, an Orange performance level on the Mathematics Academic Indicator, and an Orange performance level for Chronic Absenteeism. The Suspension Rate Indicator for this student group was Yellow. The school did not have a sufficient number of Students with Disabilities administered the California Science Test (CAST) and therefore did not receive a performance level on the 2025 Dashboard for science. Transition to the El Dorado SELPA The 2026-27 school year marks EJEDLA's transition to the El Dorado SELPA as its Special Education Local Plan Area provider. This transition is a significant accomplishment and reflects the school's commitment to addressing the diverse learning needs of its Students with Disabilities so that this student group thrives academically, socially, and behaviorally. The El Dorado SELPA partnership provides access to specialized expertise, ongoing training, technical assistance, and a community of practice that strengthens the school's capacity to serve students under Individualized Education Programs (IEPs) and to comply with state and federal special education requirements. Special Education Team and Leadership EJEDLA will hire and develop a complete special education team, led by the Director of Special Education. The Director will lead the program, supervise education specialists and related-service providers, oversee compliance with the Individuals with Disabilities Education Act (IDEA) and California special education law, and ensure that the services identified in students' IEPs are delivered with fidelity. The Director will also provide training for both general	\$1,516,279	N

Action #	Title	Description	Total Funds	Contributing
		education staff and the special education team to ensure an inclusive learning environment and to support effective collaboration between general education teachers and Resource Specialist Program (RSP) education specialists. Responsibilities of the Special Education Team The special education team is responsible for addressing the full range of academic, behavioral, mental health, and diverse learning needs of EJEDLA's Students with Disabilities, in a manner aligned to each student's IEP. The team's responsibilities span four interrelated domains. First, in the academic domain, the team will deliver specialized academic instruction in literacy, mathematics, and content areas aligned to IEP goals and to grade-level standards. Education specialists will provide push-in and pull-out instruction, co-teach with general education teachers, and align small-group instruction to the general education scope and sequence so that students access grade-level curriculum in the least restrictive environment. The team will monitor IEP progress through curriculum-based measures, NWEA MAP results, and other local data, adjust instruction in response to that data, and report progress to families at required intervals. Second, in the behavioral domain, the team will support positive behavior through Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) as needed, in coordination with classroom teachers and the school's Positive Behavioral Interventions and Supports (PBIS) framework. The team will design and monitor individualized supports for students whose behavior impedes their learning or the learning of others, ensuring that interventions are evidence-based, consistently implemented, and integrated with restorative and trauma-informed practices already used schoolwide. Third, in the mental health and social-emotional domain, the team will coordinate with the school's Counselor, Social Worker, and related-service providers to address the mental health and social-emotional needs of Students with Disabilities. This includes ensuring that designated counseling services, social-emotional supports, and related services in students' IEPs are delivered, monitored, and aligned with the school's CASEL-aligned social and emotional learning framework and broader integrated student supports as a Community School. Fourth, in the IEP implementation and inclusive practice domain, the team will ensure that every IEP is developed, implemented, and reviewed in compliance with IDEA and state law. This includes facilitating IEP meetings, documenting accommodations, modifications, and related services, training general education		

Action #	Title	Description	Total Funds	Contributing
		teachers on each student’s required supports, and using Universal Design for Learning so that accommodations and modifications are embedded in daily instruction. The team will also support transitions across grade levels and from elementary to middle school within the unified TK-8 program. Collaboration Between General and Special Education Collaboration between general education teachers and education specialists is central to this action. Structured collaboration will include shared planning time, joint review and analysis of student data, co-development of lesson plans, and identification of modifications, accommodations, and evidence-based strategies that support the diverse learning needs of Students with Disabilities. This structured collaboration ensures that IEP goals are addressed within grade-level, standards-based instruction and that students receive support in the least restrictive environment, advancing a highly inclusive learning model for every child. Professional Development and Community of Practice The Director of Special Education will participate in ongoing trainings and community-of-practice opportunities led by the El Dorado SELPA, ensuring that the school’s special education leadership remains current with best practices and connected to a broader network of charter schools served by the SELPA. The Director will translate this learning into professional development for the school’s general education and special education teams, building schoolwide capacity to serve Students with Disabilities. Targeted professional development will address specialized academic instruction, behavior support, mental health literacy, IEP implementation, accommodations and modifications, and inclusive practice. Integration with MTSS The Director of Special Education will be a member of EJEDLA’s Multi-Tiered System of Supports (MTSS) team and will meet regularly with the broader team to ensure that supports for Students with Disabilities are coordinated with universal, targeted, and intensive supports for all students. This integration ensures that special education services are not delivered in isolation but are connected to the school’s overall instructional, behavioral, and social-emotional systems, and that data on Students with Disabilities informs schoolwide decision-making. Family Engagement Families of Students with Disabilities will be active partners in their child’s education. The special education team will communicate IEP progress in families’ home languages, ensure meaningful participation in IEP meetings, and connect		

Action #	Title	Description	Total Funds	Contributing
		families to the resources and community-based services that support student learning, attendance, behavior, and well-being. This engagement is aligned with the school's broader family engagement strategy and Community Schools commitments. Anticipated Outcomes Through the SELPA transition, the development of a fully staffed special education team with clearly defined responsibilities across academic, behavioral, mental health, and IEP-implementation domains, structured collaboration between general and special education, sustained professional learning, integration with the MTSS framework, and authentic family engagement, EGEDLA anticipates that this new department and structure will lead to improved academic, behavioral, and social-emotional outcomes for Students with Disabilities and for dually identified students, including English Learner students with disabilities (EL/SWD) and Long-Term English Learner students with disabilities (LTEL/SWD), the student groups with the greatest distance from grade-level standards and English language proficiency.		
7	Improving Outcomes: LTEL	Beginning with the 2026-27 school year, EJE Middle Academy and EJE Elementary Academy have merged into a single TK-8 charter school under the new name EJE Dual Language Academy (EGEDLA). Within the legacy EJE Middle Academy program, Long-Term English Learners (LTELs) continued to experience widening achievement gaps across all subjects, and most English Learners in the middle grades are LTELs, making this group the most critical priority for Master Schedule and Designated ELD For the 2026-27 school year, the middle school master schedule has been revised to include one full period of designated English Language Development taught daily. Designated ELD will be delivered for 50 minutes per period, four days per week, and for 30 minutes on minimum days (Wednesdays), ensuring that every middle school English Learner, including LTELs and dually identified LTEL/SWD students, receives dedicated daily language instruction alongside integrated ELD across content areas. Targeted Interventions for LTELs LTELs will receive targeted interventions through pull-outs during the school day, a Saturday Academy, after-school tutoring, and summer school. The Saturday Academy will be designed specifically to target middle school LTELs and to accelerate progress in the ELPAC reading, writing, and speaking domains.	\$66,649	N

Action #	Title	Description	Total Funds	Contributing
		Targeted intervention plans will be developed for each LTEL based on diagnostic assessment results, ensuring that language development needs are met while students maintain access to grade-level content. Instructional Program Components The academic program for LTELs will continue to feature core English Language Arts instruction using Benchmark Education, providing daily opportunities for students to practice and apply language skills in reading, writing, listening, and speaking. Designated ELD instruction will use Benchmark ELD Express to provide grade-level support and will be delivered in homogeneous, proficiency-leveled groups to address individual language needs. In mathematics, the school's curriculum committee has spent the 2025-26 school year researching mathematics curricula for potential adoption. During the 2026-27 school year, the committee will continue to meet and will pilot a mathematics curriculum for adoption, ensuring that the eventual selection reflects classroom-based evidence and supports consistent, standards-aligned instruction across all grade levels. The after-school math tutoring program will be enhanced and aligned with classroom instruction to address specific skill development needs. Professional Development Framework To address the specific needs of LTELs, EJE Dual Language Academy will implement a comprehensive professional development framework for teachers. The framework includes instructional coaching on evidence-based strategies that support language acquisition, along with training on utilizing NWEA assessment data and leveled learning approaches to target literacy needs. Teachers will receive continued training on Benchmark Express with an emphasis on data analysis and responsive instruction. Professional development will also support teachers in incorporating mathematical routines that foster number sense and academic discourse, and in implementing a structured approach to mathematical language development across all grades, with particular emphasis on the academic vocabulary essential for problem-solving and explaining mathematical reasoning. Literacy Goals and Progress Monitoring The middle school department will develop literacy goals for LTELs, creating clear, measurable expectations and a shared focus for grade-level collaboration. Grade-level teams will regularly monitor student progress through formative and summative assessment data and will share identified growth trends and areas of need with the Principal to receive feedback, guidance, and additional instructional support. This routine connects assessment results to instructional		

Action #	Title	Description	Total Funds	Contributing
		response and ensures that LTEL progress is monitored continuously, not only at Dashboard cycles. Leadership and Coaching The Principal will monitor designated and integrated English Language Development and provide teachers with feedback, develop professional development aligned to identified needs, and identify targeted instruction that supports academic achievement. Through ongoing classroom observation and instructional leadership, the Principal will ensure that designated and integrated ELD remain rigorous and well-calibrated across classrooms, with a particular focus on the LTEL and LTEL/SWD priority groups. Family Engagement Strategy Family engagement is integral to the success of LTELs. EJE Dual Language Academy will continue to develop the Multilingual Master Plan with the input of teachers, parents, and staff, and will review and update the EL Master Plan to reflect program enhancements for LTELs. The school will schedule regular meetings with families to communicate student progress, set language development goals, and provide strategies for supporting language learning at home, and will ensure families understand reclassification criteria and their child's pathway toward English proficiency. To further support engagement, the school will provide information and resources in families' home languages, offer low-stress opportunities for participation, encourage involvement in both school-based and community events, and actively seek feedback on program effectiveness and family needs. These efforts will foster trust, build capacity, and ensure that families feel welcomed and empowered to support their children's academic journey. Conclusion Through these coordinated efforts, including a protected daily designated ELD period, targeted interventions through pull-outs, Saturday Academy, tutoring, and summer school, sustained professional development, grade-level literacy goals and progress monitoring, focused instructional leadership, and inclusive family engagement, EJE Dual Language Academy is committed to accelerating the academic growth and English language proficiency of all LTELs, with particular focus on LTELs and dually identified LTEL/SWD students.		

Goal

Goal #	Description	Type of Goal
2	Continue to implement collaborative leadership and practices for educators and administrators that supports a culture of professional learning, collective trust, and shared responsibilities in a manner that includes students, families, and community members. We will ensure that all teachers and support staff, are provided with professional development and instructional coaching on the academic content standards to improve student academic outcomes in ELA and Mathematics, using culturally relevant pedagogy. This practice will build teacher capacity and improve teacher retention rates.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

This goal was developed to advance one of the central pillars of the Community Schools model: collaborative leadership and practices. The school recognizes that lasting improvement does not come from isolated individual effort but from a culture in which educators and administrators share responsibility, build collective trust, and learn together, and in which students, families, and community members are genuine partners in that work. By continuing to invest in collaborative leadership, the school creates the conditions for the professional learning and shared accountability that sustain improvement over time, consistent with its design as a Community School.

Building Teacher Capacity to Improve Academic Outcomes: The goal's emphasis on professional development and instructional coaching responds directly to the school's academic data. Because results on the California School Dashboard show that student groups continue to perform below the Standard Met threshold in English Language Arts and mathematics, the school identified strengthening the quality of instruction as a primary lever for improvement. Providing all teachers and support staff with sustained, content-focused professional development and job-embedded coaching on the academic content standards builds the instructional capacity needed to raise outcomes in ELA and mathematics, and it ensures that improvement efforts reach every classroom rather than depending on individual teachers working in isolation.

Culturally Relevant Pedagogy for a Diverse Community: The goal specifies culturally relevant pedagogy because the school serves a culturally and linguistically diverse student body within a dual-language program, including a high proportion of English Learners, Latino students, and socioeconomically disadvantaged students. Instruction that affirms students' languages, cultures, and identities is more engaging and more effective for this population and embedding culturally relevant pedagogy in professional development ensures that the school's instructional improvement is responsive to the students it actually serves. This focus aligns the school's professional learning with its mission and with the equity principles of the Community Schools Framework.

Teacher Capacity and Retention: The goal links professional learning to teacher capacity and retention because the two reinforce one another. When teachers receive meaningful support, coaching, and opportunities to grow within a collaborative, trusting professional culture, they are better equipped to succeed in the classroom and more likely to remain at the school. Improving teacher retention, in turn, preserves the instructional capacity the school has built, reduces the disruption that turnover causes for students, and allows improvement to compound from year to year. In this way, the goal connects the school's investment in its educators to the stability and continuity that students need, explaining why EJE Elementary Academy treats collaborative leadership, professional learning, and teacher retention as essential conditions for improving student academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 72%	2022-23: 76.9%	2023-24: 84%	2024-25: 75%	+12%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: N/A Health: 3 PE: 5 VAPA: 5 World Language: 5	<u>2024-25:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 3 PE: 5 VAPA: 4 World Language: 5	<u>2025-26:</u> ELA: 5 ELD: 5 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 3 PE: 5 VAPA: 4 World Language: 4	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: 5	ELA: 0 ELD: 0 Math: -1 Social Science: 0 Science: 0 CTE: NA Health: 0 PE: 0 VAPA: -1 World Language: -1

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented, and the school maintains an administrative and instructional staffing structure that supports daily operations, compliance, and continuity of instruction. EJEEA employs an Executive Director and a Principal whose assignment is split between EJEEA and EJEMA; along with appropriately credentialed and properly assigned classroom teachers. To minimize disruption to student learning, the school also utilizes substitute teachers to maintain classroom coverage when needed.

The Executive Director serves in an overarching administrative role across both schools, overseeing operations and ensuring alignment with organizational policies and procedures. EJEMA's instructional calendar includes 180 instructional days, exceeding the California charter school minimum requirement of 175 days.

Professional learning was implemented as planned: all teachers participated in four intensive summer professional development days prior to the start of the 2025–2026 school year, followed by weekly professional development during the year. The calendar also included two additional full-day professional development sessions to strengthen instructional practice and support ongoing implementation needs.

Due to the elimination of the Dean of Mathematics position, the Principal and the Dean of Literacy (Goal 2, Action 2) have assumed additional roles and responsibilities to ensure continued instructional leadership and support for mathematics across both schools. This staffing adjustment has increased leadership capacity demands and has required the redistribution of coaching, coordination, and oversight functions that were previously centralized under the Dean of Mathematics.

Challenges: Due to high demand for substitute teachers, the school has begun outsourcing some substitute positions, which has at times created challenges in maintaining the quality of instruction during teacher absences. Additionally, the elimination of the Dean of Mathematics position has required the Principal and Dean of Literacy to take on expanded responsibilities across both school sites, increasing the demands on instructional leadership and limiting the capacity to provide focused support in mathematics.

Successes: Strong instructional leadership and staffing stability have supported consistent curriculum implementation and ongoing teacher development. The combination of summer training, weekly professional development, and dedicated planning days has provided educators with sustained opportunities for growth and collaboration. Despite the added responsibilities resulting from the eliminated position, the leadership team has continued to maintain instructional coherence across both schools.

Action 2: This action was partially implemented. Core leadership and coaching systems remained in place and supported schoolwide instructional coherence; however, key components of MTSS development and mathematics instructional leadership were not fully implemented, limiting the overall impact of the action.

The Principal and Dean of Literacy continued to collaborate to maintain a cohesive instructional vision and to align schoolwide commitments across grade levels. The Principal uses the Relay coaching method to support the instructional coaches and the Dean of Literacy, and the Instructional Leadership Team (ILT) continues to apply the Relay coaching model to support all teachers across all subject areas. These structures reinforced consistent expectations for instructional practice and provided an ongoing mechanism for feedback, reflection, and continuous improvement.

The school's key instructional priorities include standards-aligned units and assessments, data analysis and planning, social-emotional learning practices (including PBIS, rewards systems, anti-racism curriculum, and restorative practices), differentiated instruction, and the implementation of Tier 1 and Tier 2 interventions. This year, the school has expanded its professional learning by training all staff in restorative justice practices, provided through the San Diego County Office of Education (SDCOE).

EJEEA also partially funds induction expenses for eligible teachers, demonstrating the school's commitment to developing and retaining a high-quality instructional team.

Challenges: The school eliminated the Dean of Mathematics position, which has required the ILT to assume decision-making responsibilities for mathematics instruction. This has created limitations, as the team's collective expertise in mathematics is not as deep, which can constrain the identification of effective next steps for improving math instruction.

Additionally, the school has not yet been able to participate in MTSS training. With the transition to a new Executive Director, the MTSS team has not yet convened, and the committee structure needs to be reorganized, as the Executive Director leads these meetings. This has delayed progress in formalizing the school's MTSS framework.

Successes: The adoption of Beast Academy as the math curriculum has yielded positive results, with an increase in SBAC math scores among the grade levels that piloted the program last year. The ILT has maintained strong collaboration in fulfilling school-wide commitments, and the Relay coaching model has supported continuous instructional improvement for all teachers.

Professional development has been consistent throughout the year, with a sustained focus on Tier 1 and Tier 2 instruction. Training the majority of staff in restorative justice practices has been a significant turning point in how the school responds to student behavior. Additional professional development has addressed strategies to support English Learners, standards-aligned units and assessments, data analysis and planning, and social-emotional learning practices.

Action 3: This action has been fully implemented. Every student has access to standards-based curricular and instructional materials. Instructional coaches and deans continuously monitor classrooms to ensure that all teachers have sufficient materials and consumables to support every student.

Challenges: As the school moves into its second year of implementing the ELA, SLA, and ELD curricula and its first year of full implementation for the math curriculum (Beast Academy), ongoing monitoring of implementation fidelity and teacher understanding of the materials remains essential. Teachers need continued support in deepening their knowledge of the curricula so they can effectively differentiate instruction to meet the diverse needs of their students.

Successes: All teachers and students have access to both printed and electronic versions of the adopted curricula, ensuring consistent availability of instructional resources across grade levels and content areas. This has supported a more unified approach to instruction and has provided teachers with the tools needed to deliver standards-aligned lessons.

Action 4: This action has been fully implemented. Every classroom is equipped with devices, including iPads and Chromebooks, to ensure a one-to-one device-to-student ratio. The school's IT specialist conducts frequent inspections of both hardware and software to verify that all students have reliable access to a functioning device and internet connectivity. The school recently completed an upgrade to its internet configuration, resulting in faster connection speeds and wider bandwidth to support instructional technology use across campus.

Challenges: Until the recent internet upgrade, inconsistent connectivity was an ongoing issue that affected instructional technology use. While this has now been resolved, maintaining the physical condition of student devices remains a persistent challenge due to regular wear and tear, requiring continuous monitoring and repair to keep all devices in working order.

Successes: The one-to-one device ratio provides teachers with the flexibility to assign work in both digital and print formats, expanding instructional options across content areas. The school has also been able to incorporate web-based programs in literacy and science that target foundational skills, helping students build the competencies needed to access grade-level expectations.

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.

The following is an explanation of material differences between budget expenditures and estimated actual expenditures for the actions under Goal 2.

- **Action 3: Addressing Academic Needs to Accelerate Learning:** Estimated actual expenditures for Action 3 exceeded budgeted expenditures because an Assessment Coordinator position was added to the action during the 2025-26 school year. The Assessment Coordinator supported the school's assessment administration, data analysis, and progress monitoring work tied to the action's tiered intervention and MTSS components, and the additional staffing cost was the principal driver of the variance between the budgeted and estimated actual expenditures.

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

Action 1: As measured by staffing continuity, instructional days provided, and professional development participation, this action has been partially effective. The school has maintained instructional continuity and invested meaningfully in educator development; however, the reliance on outsourced substitutes and the redistribution of leadership responsibilities following the elimination of the Dean of Mathematics position present ongoing challenges to sustaining focused instructional support across all content areas.

Action 2: As measured by SBAC data, coaching cycles, and professional development participation, this action has been partially effective. The coaching model and consistent professional development have contributed to instructional growth, and the Beast Academy curriculum has shown promising results in mathematics achievement. However, the lack of a dedicated mathematics instructional leader and the need to establish a functioning MTSS team and training structure represent critical areas that must be addressed to ensure effective, systematic practices are in place to support all students.

Action 3: As measured by material access, curriculum availability, and instructional delivery, this action has been effective in supporting consistent instruction and curriculum alignment school-wide. Sustained focus on monitoring implementation fidelity and building teacher capacity to differentiate within the adopted curricula will be critical to maximizing the impact of these resources on student outcomes.

Action 4: As measured by device availability, internet reliability, and integration of digital instructional tools, this action has been effective in ensuring students have consistent access to curriculum and supplemental resources in a digital format. Teachers are able to leverage online platforms and activities to enrich student learning and address foundational skill gaps. Ongoing attention to device maintenance will be important to sustaining this level of access.

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.

As noted in the Goal 1 reflection, effective July 1, 2026, EJE Elementary Academy and EJE Middle Academy merged into a single TK-8 charter school operating as EJE Dual Language Academy ("EJEDLA"). The Goal 2 statement is unchanged under this LCAP cycle. The revisions described below reflect

deliberate decisions informed by the school’s comprehensive needs assessment conducted in 2025-26, educational partner feedback, leadership transitions, and the structural realities of the merger.

Leadership Transitions: EJEDLA has undergone significant leadership transitions during this LCAP cycle. A new Executive Director began service in 2025-26, and a new incoming Principal will assume the role in 2026-27. The incoming Principal brings extensive expertise in English Language Development, an identified area of need, and will co-lead the restructured Multi-Tiered System of Supports alongside the Executive Director. These transitions have shaped the staffing and program adjustments that follow.

Staffing Realignment: Under Goal 2, EJEDLA has eliminated the Dean of Literacy and the elementary Instructional Coach positions. In their place, the school will employ a single Instructional Coach focused on supporting teachers in the use of effective, evidence-based pedagogical strategies, with priorities identified by grade-level teams in the elementary grades and by content-area teams in the middle school. The incoming Principal will oversee all instructional programs and will support each grade-level team in developing targeted interventions through professional development.

Professional development will be calibrated to the needs of each grade-level team, current performance data, and the specific instructional supports each team requires. This shift is intended to strengthen alignment and instructional cohesion across the TK-8 program and to deliver coherent, responsive professional learning that builds teacher capacity and improves student outcomes.

Metric and Action Modifications: No other changes have been made to the Goal 2 metrics or actions. The realigned staffing and the resulting adjustments to professional development described above are the only modifications under Goal 2 for the 2026-27 LCAP cycle.

The changes under Goal 2 reflect deliberate reflection on prior practice and a focused effort to direct instructional leadership and professional development where they will have the greatest impact on teacher capacity and student outcomes. The Goal 2 statement remains the same; the staffing structure and the design of professional learning through which the school pursues it have been refined to better support teachers and to strengthen instructional cohesion across the TK-8 program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Admin & Educators that Support the Educational Program	EJE Dual Language Academy (EJEDLA) will employ an Executive Director, a Principal serving the unified TK-8 program, an Instructional Coach, and a team of appropriately credentialed classroom teachers. The Executive Director will serve in an administrative capacity, overseeing school operations and ensuring compliance with organizational policies and procedures across the merged school, and will collaborate with the Principal to improve the school’s instructional and educational program. Role of the Principal The Principal will lead the instructional program at EJEDLA, drawing on extensive expertise in English Language Development. The Principal’s responsibilities will	\$4,678,300	Y

Action #	Title	Description	Total Funds	Contributing
		include revamping the English Learner program, conducting classroom observations, and spearheading the school's English Language Development and literacy initiatives to drive measurable improvements in student academic achievement. The Principal will supervise the Instructional Coach and collaborate with the Executive Director to improve the school's instructional and educational program. Instructional Oversight and Grade-Level Support The Principal will continue to oversee all instructional programs at EJEDLA and will support each grade-level team in developing targeted interventions, professional development opportunities, and peer instructional walks to strengthen instructional practices and accelerate student academic growth. This work ensures that the Principal's instructional leadership reaches every grade level and is connected directly to the supports teachers and students need. Professional Development and Instructional Coherence Professional development will be adjusted based on the needs of each grade-level team, performance data, and instructional support, ensuring that ongoing learning is responsive rather than uniform. Instructional coherence will continue to be supported with each grade-level team, and professional development will be scaffolded to address the instructional needs of each teacher, with the goal of ensuring rigor and coherence at each grade level, within each content area, and schoolwide. Comprehensive Educational Program The leadership and educators will work collaboratively to deliver a rigorous and comprehensive educational program that includes English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, and Physical Education. Through a focus on instructional excellence and ongoing, differentiated professional development, EJE Dual Language Academy is dedicated to supporting educator growth and maximizing student achievement across the TK-8 program. Instructional Calendar and Professional Development Time EJE Dual Language Academy will provide 180 instructional days during the 2026-27 school year, exceeding the California charter school minimum requirement of 175 instructional days. Teachers will participate in four days of summer professional development prior to the start of the school year, weekly professional development during the academic year, and two non-instructional days of professional development during the academic year focused on data analysis.		

Action #	Title	Description	Total Funds	Contributing
		Together, these structures ensure that staff have sustained, embedded time for professional learning and that instructional planning, calibration, and data-informed decision-making remain consistent throughout the year.		
2	Professional Development	EJE Dual Language Academy (“EJEDLA”) will provide a coordinated, differentiated professional development program for the 2026-27 school year designed to strengthen instructional practice, accelerate student academic growth, and build a shared, school-wide system of support. The action combines responsive professional learning, strong collaboration structures, an active Multi-Tiered System of Supports, and direct instructional leadership from the Principal. Differentiated Professional Development for Teachers Teachers will engage in differentiated professional development opportunities designed to address the specific needs and goals identified by their grade-level teams. Rather than delivering uniform training, EJEDLA will calibrate professional learning to the data, instructional priorities, and growth areas surfaced through grade-level collaboration, ensuring that every teacher receives the support most likely to improve practice in their own classroom. Grade-Level and Interdisciplinary Collaboration Grade-level teams will have dedicated opportunities to collaborate both within their grade level and across interdisciplinary feeder groups, strengthening alignment and creating greater instructional cohesion across grade spans. This structure connects elementary and middle school practice, supports coherent transitions for students, and ensures that the school’s instructional program reads as a single TK-8 continuum rather than a set of separate grade-level programs. Grade-Level Teacher Leads and Middle School Department Leads To strengthen the leadership capacity of each team, EJEDLA will implement grade-level teacher leads who will guide their grade-level teams in data analysis and ensure that the academic, social-emotional, and behavioral needs of their students are being met. At the middle school level, department leads will play a parallel role, identifying teacher needs and student needs within their content areas and holding their departments accountable for improving academic outcomes for all students. This distributed leadership structure ensures that data-informed conversations and accountability for student outcomes happen consistently at the team level, complementing the work of the Principal, the Instructional Coach, and the MTSS team.	\$225,675	N

Action #	Title	Description	Total Funds	Contributing
		MTSS Leadership and the MTSS Team For the 2026-27 school year, the school’s leadership, the Executive Director and the Principal, will collaborate to strengthen the school’s Multi-Tiered System of Supports and to lead the MTSS team. The MTSS team will be comprised of the Principal, Executive Director, Counselor, Instructional Coach, Director of Special Education, teacher representatives, a paraprofessional representative, and the Spanish Interventionist. The team will meet regularly to review and analyze student data, identify students for tiered intervention, measure program effectiveness to drive instructional and educational decision-making, and evaluate the effectiveness of the school’s educational program in order to improve academic outcomes, close achievement gaps, and support the instructional needs of every teacher. The MTSS team will also meet during the summer to strategically plan for the upcoming school year. During this planning time, the team will establish and clearly define Tier 1, Tier 2, and Tier 3 supports to ensure consistent understanding and implementation across all staff, determine how Panorama will be utilized to strengthen MTSS processes, and identify the professional development needed to ensure staff can use the platform effectively to support student outcomes. Sources of Professional Expertise Professional expertise will be drawn from EJEDLA’s own teachers and expanded through collaboration with other schools, the County Office of Education, and external organizations, allowing the school to deliver meaningful and effective professional development that supports instructional improvement. This approach combines internal capacity-building with access to specialized expertise where it is most needed. Instructional Coaching The Instructional Coach will work with teachers to provide coaching on the use of evidence-based, effective pedagogical strategies, calibrated to the needs identified for each teacher. The goal is to provide differentiated professional development and coaching so that every teacher can excel as an educator, with classroom-level support that translates professional learning into improved practice, and improved student academic outcomes, and close achievement gaps. Principal Instructional Leadership		

Action #	Title	Description	Total Funds	Contributing
		The Principal will provide ongoing coaching, academic guidance, and instructional support to grade-level teams by analyzing grade-level assessment results, classroom walkthrough data, and learning walk data. Through this work, the Principal will strengthen instructional practices, ensure that professional development is aligned to observed needs, and improve student outcomes across the TK-8 program. Support for Students with Disabilities and Inclusive Practice With the transition of EJEDLA to an El Dorado SELPA, the Director of Special Education will collaborate with general education teachers and education specialists to provide training that ensures students with disabilities' accommodations and modifications are addressed in the classroom. This collaboration supports the learning needs of students with disabilities in the least restrictive environment and advances a highly inclusive learning model for every child. Support for Teacher Effectiveness and Retention To further support teacher effectiveness, retention, and credential clearance, EJE Dual Language Academy will partially fund induction expenses for teachers. Investing in teachers' credential pathways strengthens the school's instructional capacity, supports retention by reducing financial barriers to credential clearance, and helps ensure that students benefit from the continuity of experienced, prepared educators. Conclusion Through this coordinated approach, including differentiated professional learning, structured grade-level and interdisciplinary collaboration, an active MTSS team with summer planning and shared definitions of Tier 1, 2, and 3 supports, internal and external sources of expertise, dedicated instructional coaching, direct Principal leadership, special education collaboration under the El Dorado SELPA, and support for induction, EJE Dual Language Academy will build and sustain the teacher capacity needed to improve outcomes for every student group and advance the school's mission across the TK-8 program.		
3	Core Curricular Program Needs	EJE Dual Language Academy ("EJEDLA") provides a rigorous, standards-aligned core curricular program across the TK-8 grade span that includes providing students with instructional materials, resources, and supplemental tools needed to deliver a high quality immersion program. This requires the leadership and educators to identify the curricular areas in which the school will conduct pilots	\$278,907	N

Action #	Title	Description	Total Funds	Contributing
		during 2026-27 to strengthen the program where current materials do not yet fully meet student needs. Standards-Aligned Core Curriculum The core curricular program is aligned to the California Content Standards, the California ELD Standards, the Next Generation Science Standards, and the History-Social Science Framework. Instruction is delivered in English and Spanish under the school's 90/10 dual-language model in the early grades, transitioning to a 50/50 model in the upper elementary and middle grades, ensuring that all students develop bilingualism, biliteracy, and academic proficiency across content areas. The school's currently adopted core instructional resources include Benchmark Education for English Language Arts and Benchmark ELD Express for designated and integrated English Language Development. Comprehensive Content Areas EJEDLA delivers a comprehensive program that includes English Language Arts, Spanish Language Arts, mathematics, science, social science, English Language Development, physical education, and enrichment. Middle school students also access electives. Across content areas, the school provides standards-aligned instructional materials, supplemental resources to support differentiation, and technology that supports research, writing, academic discourse, assessment, and digital literacy. Instructional Technology and Assessment Platforms Instructional technology supports both delivery and progress monitoring across the TK-8 program. NWEA MAP serves as the school's primary diagnostic and growth measure, Illuminate hosts end-of-unit benchmark assessments, and MAP Accelerator provides personalized practice and intervention support in mathematics. These platforms ensure that teachers, instructional coaches, and the MTSS team have timely, disaggregated data to inform instruction, intervention, and the allocation of resources. Curriculum Pilots for the 2026-27 School Year EJEDLA has identified three areas in which it will conduct curriculum pilots during the 2026-27 school year to address gaps in the current core program. First, the school's curriculum committee will shift into the next phase of the mathematics curriculum pilot during 2026-27. The committee has spent the 2025-26 school year researching mathematics curricula for potential adoption, and the 2026-27 pilot will move that work into the classroom so that the eventual		

Action #	Title	Description	Total Funds	Contributing
		selection is informed by direct evidence of impact on instruction and student learning across the TK-8 span. Second, EJEDLA will explore and pilot a health and wellness curriculum during 2026-27. As a Community School committed to the whole child, the school recognizes that strong health and wellness instruction supports students' social-emotional development, attendance, and academic achievement. The pilot will allow the school to identify a curriculum that complements its existing physical education program, its CASEL-aligned social and emotional learning, and its broader integrated student supports. Third, the school will explore and pilot a supplemental English Language Development curriculum during 2026-27. Although Benchmark ELD Express serves as the school's designated ELD curriculum, EJEDLA's large English Learner population and substantial Long-Term English Learner subpopulation in the middle grades require additional, supplemental support. The pilot will identify resources that strengthen designated and integrated ELD and accelerate English language acquisition, including for LTELs and dually identified LTEL students with disabilities. Selection, Evaluation, and Decision-Making Each pilot will follow a consistent process. Teachers and instructional leaders will implement piloted materials in selected classrooms, gather data on instructional impact and student outcomes, and report findings to the Principal, the Instructional Coach, and the MTSS team. The Principal, the Executive Director, and the MTSS team will use these findings to inform adoption recommendations, ensuring that decisions about core curricular resources are grounded in evidence and aligned to the needs of all student groups, including English Learners, Long-Term English Learners, students with disabilities, socioeconomically disadvantaged students, and the Hispanic student group. Resource Allocation and Equitable Access Core curricular resources, supplemental materials, and instructional technology will be allocated to ensure that every student has equitable access to a rigorous, standards-aligned program. Materials and technology will be matched to identified student need and reviewed for cultural and linguistic responsiveness, and budgeted expenditures will be aligned to the priorities surfaced in the school's comprehensive needs assessment and to the funding sources that support increased and improved services for the school's unduplicated student population.		

Action #	Title	Description	Total Funds	Contributing
		By maintaining a strong standards-aligned core, investing in supplemental resources and technology, and conducting targeted pilots in mathematics, health and wellness, and supplemental ELD during 2026-27, EJE Dual Language Academy will ensure that its core curricular program meets the academic and whole-child needs of every student across the TK-8 grade span and supports the school's LCAP goals and Community Schools commitments.		
4	Closing the Digital Divide	EJE Dual Language Academy ("EJEDLA") is committed to closing the digital divide so that every student has equitable access to the technology required to participate fully in instruction. Because the school serves a high proportion of socioeconomically disadvantaged students, English Learners, and other student groups for whom out-of-school access to technology is not guaranteed, providing consistent, reliable, school-based access to devices, software, and connectivity is essential to delivering the school's rigorous, standards-aligned program. Devices and Instructional Technology To ensure that students can access curricular and instructional materials, as well as supplemental materials, during the instructional day, EJEDLA will make purchases that include Chromebooks or other technological devices for student and classroom use. These purchases will include the software and hardware necessary to operate the school's instructional technology platforms, such as NWEA MAP, Illuminate, MAP Accelerator, and the digital components of Benchmark Education and Benchmark ELD Express, so that students can engage with assessments, intervention resources, and core curriculum in both English and Spanish. IT Support and Device Reliability The school employs IT specialists to ensure that all devices work appropriately and are safe for student and staff use. The IT specialists maintain the device fleet, troubleshoot issues that arise during the school day, and support teachers and students in using the school's technology effectively, minimizing instructional disruption and ensuring that students can rely on technology as a consistent tool for learning. Responsible and Safe Technology Use EJEDLA ensures that students and staff adhere to the school's technology and internet use policy, which guides the safe, appropriate, and educational use of school-provided devices and networks. Through clear expectations, ongoing monitoring, and education on digital citizenship and online safety, the school	\$215,226	N

Action #	Title	Description	Total Funds	Contributing
		protects students while building the digital literacy skills that are integral to its 21st Century Learner Outcomes. Equity and Whole-Child Impact By providing devices, supporting software and hardware, dedicated IT staffing, and clear policies for safe technology use, EJEDLA ensures equitable access to the instructional program for every student, regardless of household resources. Closing the digital divide is essential to the school's LCAP goals for academic achievement, to its support of English Learners and students with disabilities, and to its broader commitment as a Community School to address the conditions that affect student learning.		

Goal

Goal #	Description	Type of Goal
3	Strengthen family and community engagement through home-school collaboration, home visits and culturally responsive community partnerships that support our students and educational program. Provide learning opportunities for families and structures for shared leadership, and authentic family engagement, that will further support a safe, supportive, welcoming, and positive learning environment for students, staff, and families.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to advance family and community engagement, one of the core pillars of the Community Schools model. The school recognizes that students succeed when families are genuine partners in their education and when the school is connected to the community it serves. By strengthening home-school collaboration, conducting home visits, and building culturally responsive community partnerships, the school moves beyond traditional, one-directional communication toward authentic engagement in which families and community members actively support students and the educational program. This commitment reflects the school's design as a Community School and its belief that meaningful family and community involvement is essential to student learning and well-being.

Responsive to the Families we serve: The goal emphasizes culturally responsive engagement and home visits because the school serves a culturally and linguistically diverse community, including many families who speak Spanish, Arabic, and other languages and many who are socioeconomically disadvantaged. Families engage most fully when outreach is conducted in their languages, honors their cultures, and reaches them where they are, including in their homes. Designing engagement to be culturally responsive ensures that the school builds trusting relationships with all families, including those who have historically been less connected to schools, and that engagement efforts are accessible and welcoming rather than a barrier in themselves.

Shared Leadership and Learning Opportunities for Families: By providing learning opportunities for families and structures for shared leadership, the goal positions families not only as supporters of their children's learning but as partners in shaping the school. Opportunities for families to learn, and formal structures through which they can share in decision-making, build the capacity and the trust that authentic engagement requires. This approach is consistent with the collaborative, shared-responsibility principles of the Community Schools Framework, and it ensures that the perspectives of families inform the school's ongoing improvement.

Supporting a Safe and Welcoming Environment: The goal connects family and community engagement to a safe, supportive, welcoming, and positive learning environment because the two are inseparable. When families are engaged and the community is invested, students experience greater consistency between home and school, are better supported in attendance and behavior, and feel a stronger sense of belonging. Strengthening engagement therefore reinforces the positive climate the school has worked to build for students, staff, and families alike, explaining why EJE Elementary Academy treats authentic family and community engagement as a foundation for both student success and a thriving school community.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 50% Sense of Safety 59% School connectedness	<u>2024-25:</u> 54% Sense of Safety 58% School Connectedness	<u>2025-26:</u> 58% Sense of Safety 69% School Connectedness	<u>2026-27:</u> 63% Sense of Safety 74% School Connectedness	+8% Sense of Safety +10% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	<u>2023-24:</u> 83% Sense of Safety 87% School connectedness	<u>2024-25:</u> 74% Sense of Safety 88% School Connectedness	<u>2025-26:</u> 80% Sense of Safety 86% School Connectedness	<u>2026-27:</u> 85% Sense of Safety 90% School Connectedness	-3% Sense of Safety -1% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	<u>2023-24:</u> 79% Sense of Safety 88% School connectedness	<u>2024-25:</u> 100% Sense of Safety 68% School Connectedness	<u>2025-26:</u> 90% Sense of Safety 60% School Connectedness	<u>2026-27:</u> >90% Sense of Safety 65% School Connectedness	+11% Sense of Safety -28% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: This action was partially implemented. The school provides all students with two field trips annually, including one educational trip and one university visit, reinforcing the school's mission and vision of empowering students to pursue higher education. PBIS strategies remain the primary framework for building a positive school culture and maintaining a safe learning environment. Students are recognized three times per year for successes in attendance, character, virtues, and academic achievement. Teachers are encouraged to conduct home visits or plan outings with students to strengthen relationships and build rapport with families, though these are not mandatory this year.

To monitor student well-being and school climate, the school administers the Panorama school climate survey, which serves as both a universal SEL screener and a measure of students' perceptions of their school environment. The school has also implemented Sown To Grow, allowing students to complete weekly social-emotional and mental health check-ins, along with a broader social-emotional well-being survey.

Although the Justice Keepers program was not continued, the school has established a Peer Mediation program in which trained fourth- and fifth-grade students support their peers during recess by helping to problem-solve conflicts. The school currently employs one full-time health aide, two counselors, and a social worker to support students' physical, emotional, and behavioral health needs.

A visitor management system has been implemented as an added security measure to monitor all visitors to campus. Volunteers are required to complete a volunteer packet and undergo a background check prior to participating in school activities.

The Comprehensive School Safety Plan has been reviewed. However, safety team meetings have not yet taken place this year due to the transition to a new Executive Director and the elimination of the Director of Operations position as a result of budgetary constraints. The school is currently adjusting roles and responsibilities to account for these changes.

Challenges: The transition to a new Executive Director, combined with the elimination of the Director of Operations position, has disrupted the scheduling of safety team meetings and required a redistribution of leadership responsibilities. While the Comprehensive School Safety Plan has been reviewed, the safety team has not yet convened to engage in ongoing planning and monitoring.

The volunteer process continues to present a barrier for families. The length of the application process and certain requirements, such as the TB test, have limited parent participation in volunteer opportunities. While possible solutions have been discussed, a plan has not yet been finalized.

Home visits have seen less engagement than outings, which students and families tend to prefer. With home visits and outings being optional this year, the school anticipates a potential decrease in participation.

Successes: The focus on PBIS has contributed to a positive and supportive school culture. Students earn Eagle Eye tickets for demonstrating positive behaviors, which they can use to purchase items at classroom PBIS stores, reinforcing expectations and motivating students.

Data from both Sown To Grow and Panorama surveys indicate that students are feeling increasingly positive about their experience on campus. The Peer Mediation program has provided students with meaningful leadership opportunities while contributing to a more supportive and restorative school climate during unstructured time.

Annual university visits continue to reinforce the school's mission and vision by exposing students to higher education and encouraging them to envision college as a future option

Action 2: This action has been fully implemented. The school is committed to fostering meaningful family engagement in school decision-making processes. Families are invited to participate in a variety of school-wide advisory committees, including the combined English Language Advisory Committee (ELAC/DELAC), and English Learner Parent Advisory Committee (EL-PAC) as required by California Education Code 52062(a)(2). EJEAA has also implemented a Parent Advisory Committee (PAC) as required by California Education Code 52062(a)(1), and a Community Engagement Initiative Committee (CEI).

In addition, opportunities to provide parent input takes place through Coffee with the Executive Director and Coffee with the Principal, both of which have served as valuable channels for gathering parent feedback. Parent input is further solicited through surveys to inform school planning and continuous improvement.

Challenges: Ensuring that parent committees reflect the full demographic diversity of the school community remains an area of growth. Despite efforts to increase accessibility, including offering virtual participation through Zoom, the school has not yet seen a significant increase in representation across all families served. Achieving a committee membership that is truly reflective of the broader school population continues to be a priority.

Successes: A growing number of parents are expressing interest in volunteering at the school and participating in committees, which represents meaningful progress in family engagement. Families are also increasingly seeking opportunities to learn about what is being taught in classrooms, review school-wide

data, and better understand their own child's academic progress. This trend reflects a deepening connection between families and the school's instructional program.

Action 3: This action has been fully implemented. The school continues to provide numerous opportunities for families to engage in their child's education and in the broader school community, including volunteering, participation in school committees, and attending parent workshops.

ParentSquare serves as the primary method of communication between the school and families, and the school continues to promote multiple channels to keep families informed and connected. Coffee with the Principal, and Coffee with the Executive Director, remain consistent venues for families to engage in meaningful conversations on a wide range of topics. To accommodate varying schedules, these events are hosted in person during the morning with a virtual option available in the afternoon.

The addition of a social worker has strengthened the school's ability to address critical topics affecting students and families, including attendance, truancy, substance abuse, relationships, and bullying. A CARE team has also been established to address chronic absenteeism on a case-by-case basis, working directly with families to identify and remove barriers that may be contributing to attendance challenges.

All correspondence, policies, and compliance documents are made available in both English and Spanish. Interpreters are provided during parent workshops and are available upon request to ensure equitable access for all families.

Challenges: While ParentSquare is the school's primary communication platform, family engagement with the app and the materials being shared remains inconsistent. Not all families are regularly accessing or reading the information being sent, which limits the reach of school communications.

Although the school has seen a growing number of regular participants in workshops and school events, this group still represents a small portion of the overall school community. Broadening participation to include a more representative cross-section of families remains an area of focus.

Chronic absenteeism continues to be a challenge. In response, the school has begun revisiting its attendance policy and has activated a CARE team to provide individualized support to families, with the goal of identifying root causes and addressing barriers that contribute to persistent absences.

Successes: The school has improved the coordination of its communications through the ParentSquare app by streamlining the frequency and timing of messages sent each week. A monthly newsletter is now distributed consistently, and the school calendar is kept up to date, helping families stay informed without being overwhelmed by excessive communications.

Parent workshops have been responsive and relevant, with sessions adjusted to address both planned topics and issues that are timely and meaningful to families. Staff members have also been welcomed into these sessions to provide additional support and expertise. The school has seen steady growth in both the consistency of parent attendance and the number of families participating in engagement opportunities.

Action 4: This action has been fully implemented. The school leases its facility through a multi-year Proposition 39 Memorandum of Understanding (MOU) with Cajon Valley Union School District. The Facility Inspection Tool (FIT) report is completed annually, and results are reported on the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the Local Indicators Report.

Facility-related expenditures have ensured compliance with facility standards, supported daily operations, and maintained a healthy and safe learning environment in alignment with Proposition 39 requirements and the terms of the district lease agreement.

Challenges: While some building renovations have been completed, ongoing facility concerns remain. Ceiling tiles are particularly susceptible to damage during rain, and the aging infrastructure of the school's portable buildings continues to present maintenance challenges. These issues require ongoing attention to ensure that all learning spaces meet health and safety standards.

Successes: Consistent custodial services and regular inspections have maintained a safe and clean campus for students and staff. In addition, school leadership conducts routine classroom checks to assess the condition and organization of learning environments. When a teacher needs additional support with classroom organization, it is incorporated into coaching cycles, reinforcing the connection between a well-maintained learning space and effective instruction.

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.

The following is an explanation of material differences between budget expenditures and estimated actual expenditures for the actions under Goal 3.

- **Action 4: Maintaining Safe and Clean School Facilities:** Estimated actual expenditures for Action 4 were less than budgeted expenditures because the Director of Operations position was eliminated during the 2025-26 school year. The reduction in personnel cost was the principal driver of the variance between the budgeted and estimated actual expenditures.

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

Action 1: As measured by Panorama school climate data, Sown To Grow weekly check-ins, and PBIS participation, this action has been partially effective. The school's focus on PBIS and SEL is fostering a culture in which students feel valued and accepted by staff and by the institution as a whole. However, the inability to convene safety team meetings, barriers to family volunteerism, and the leadership transition represent areas that must be addressed to achieve full implementation and sustained effectiveness.

Action 2: As measured by committee participation, survey responses, and family engagement in school events and learning opportunities, this action has been effective. Families are among the school's most important stakeholders, and creating structured opportunities for their input in the decision-making process fosters a strong sense of partnership and belonging within the learning community. Continued efforts to broaden representation across all demographics will be essential to ensuring that every family's voice is included.

Action 3: As measured by family participation trends, communication engagement, and support services provided, this action has been effective in increasing family capacity and addressing barriers to student success. The combined efforts of the parent coordinator, community coordinator, and social worker have strengthened the school's ability to connect with and support families. Parent survey data will serve as an additional measure of effectiveness moving forward to further assess the impact of these engagement efforts and identify areas for continued growth.

Action 4: As measured by annual FIT report results and ongoing facility inspections, this action has been effective in maintaining a clean, safe, and functional learning environment. The school remains in compliance with Proposition 39 facility standards and district lease requirements. Continued attention to aging infrastructure and weather-related damage will be necessary to sustain the quality of the physical learning 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.

The Goal 3 statement, metrics, and overall actions remain unchanged under this LCAP cycle. The modifications described below reflect targeted adjustments to existing actions that further strengthen EJE Dual Language Academy's ("EJEDLA") commitment to promoting a safe school climate and meaningful engagement for students, families, and staff.

Strengthening Student Supervision and Safety: To enhance student supervision and accountability, the school will implement Minga, a digital hall pass system that allows staff to monitor when students leave a classroom and to identify each student’s location on campus throughout the school day. This addition supports the school’s broader commitment to a safe, engaging learning environment and reduces lost instructional time by ensuring that student movement during the school day is consistently monitored and accounted for.

Staffing Realignment in Family and Community Engagement: The Parent Coordinator position has been eliminated. In its place, EJEDLA will add a Family and Community Director, a position designed to provide stronger, more strategic leadership of the school’s family engagement and community partnership work. The school will also add a part-time Health Aide to support students during the after-school Expanded Learning Opportunities Program, ensuring that the same standard of health support available during the regular school day continues into expanded learning settings.

These adjustments preserve the integrity of Goal 3, its metrics, and its core actions while sharpening the school’s implementation. The addition of Minga strengthens day-to-day supervision and safety, the new Family and Community Director elevates the school’s family and community engagement work, and the part-time Health Aide extends student support into after-school programming. Together, these modifications reinforce EJEDLA’s commitment to a safe, supportive, and welcoming environment in which students, families, and staff can thrive.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	EJE Dual Language Academy (“EJEDLA”) is dedicated to fostering a positive school climate, deepening student engagement, and ensuring a safe learning environment for all students. The school’s approach combines schoolwide expectations and recognition, dedicated structures for student leadership and peer support, and a clear, well-resourced commitment to student safety and well-being across the TK-8 program. Engagement and a College-Going Culture To enhance learning and motivation, EJEDLA will provide students with a variety of outdoor learning experiences, including field trips and visits to colleges and universities as part of the school’s college-going culture. Schoolwide events, cultural celebrations, and assemblies will be held regularly to recognize students for academic achievement and positive attendance, further supporting student engagement and a strong sense of community. Positive Behavioral Interventions and Supports As part of its commitment to Positive Behavioral Interventions and Supports (PBIS), EJEDLA will continue to implement schoolwide expectations and recognition systems such as the Eagle Eye tickets. The “Justice Keepers” program,	\$2,173,485	N

Action #	Title	Description	Total Funds	Contributing
		which includes selected fourth and fifth grade students serving as peer mentors, will further promote leadership and positive behavior among students. Peer mediation will also continue as an after-school club, providing students with structured opportunities to resolve conflicts, build relationships, and reinforce the school's positive climate. School Safety Oversight Safety remains a top priority. The school will continue to convene and oversee regular School Safety Meetings to coordinate prevention, response, and ongoing improvement of safety practices. The School Safety Plan will be reviewed and updated annually by the leadership team and presented to all staff. EJEDLA will also continue to utilize an online visitor management system, requiring all visitors to check in and register as part of the school's comprehensive safety protocols. Strengthening Student Supervision: Implementation of Minga To further strengthen student safety and accountability, EJEDLA will implement Minga during the 2026-27 school year. Every classroom will be equipped with an iPad running the Minga application, which provides a digital hall pass for every student and allows the school to know where each student is during the instructional school day. Staff will use Minga to monitor when students leave the classroom and to track their location while on campus, improving supervision, reducing lost instructional time, and ensuring that students return to the classroom in a timely manner so that they remain engaged in learning. Middle School Bell Schedule Adjustment To support consistent instructional time in the middle grades, the middle school bell schedule will be adjusted so that passing periods provide sufficient time for students to use the restroom between classes. This change reduces the need for restroom use during instructional time, supports stronger classroom focus, and reinforces the schoolwide expectation that instructional minutes are protected. Health and Well-Being Student well-being is integral to a safe and engaging school environment. Health Aides will be employed to provide preventative care, conduct health screenings, and administer first aid, supporting the well-being of the school community throughout the regular school day. In addition, a Health Aide will be added to support students through the Expanded Learning Opportunities Program, ensuring that after-school services include the same standard of health support as the regular school day.		

Action #	Title	Description	Total Funds	Contributing
		Through these coordinated efforts, including schoolwide PBIS and recognition, student leadership and peer mediation, structured safety oversight, the implementation of Minga for student supervision, a middle school bell schedule that protects instructional time, and dedicated health support during and after school, EJE Dual Language Academy will create an inclusive, engaging, and secure environment where every student can thrive academically, socially, and emotionally.		
2	Parent Input in Decision-Making	EJE Dual Language Academy (“EJEDLA”) will actively engage parents, families, and students as essential partners in school governance and decision-making. The school will maintain a structured set of advisory committees, establish clear roles and responsibilities for each, and provide the training necessary for committee members to participate meaningfully in the school’s planning and accountability processes. Required LCAP Advisory Committees EJEDLA will establish and maintain a Parent Advisory Committee (PAC) in accordance with applicable California Education Code requirements to review and provide input on the school’s LCAP, including the development, adoption, and annual update of the plan. The PAC is the primary venue through which the broader parent community informs LCAP priorities, goals, and actions. EJEDLA will also establish and maintain an English Learner Parent Advisory Committee (EL-PAC) in accordance with applicable California Education Code requirements whenever the school’s English Learner enrollment meets the threshold required by statute. The EL-PAC reviews and provides input specifically on the portions of the LCAP that affect English Learners and their families. English Learner Advisory Structure EJEDLA will maintain a combined English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory structure, as allowable for charter schools. The combined committee fulfills the functions of both the site-level ELAC and the district-level DELAC, providing English Learner families a single venue for input on English Learner programs, services, and reclassification. Student Advisory Committee EJEDLA will maintain a Student Advisory Committee (SAC) that includes representation from unduplicated pupils and students with disabilities. The SAC provides students a structured voice in school decision-making and is consulted	\$151,676	N

Action #	Title	Description	Total Funds	Contributing
		on matters that directly affect student experience, climate, and engagement, with particular attention to ensuring middle school student representation. Community Schools Steering Committee and Community Engagement Initiative The Community Schools Steering Committee will facilitate collaboration between parents, students, staff, and community stakeholders in alignment with the California Community Schools Partnership Program framework. The Steering Committee is the cross-stakeholder body through which community partnerships, integrated student supports, and family engagement strategies are coordinated. In addition, EJEDLA will continue with its Community Engagement Initiative (CEI) Committee, which meets regularly as part of the CEI grant requirements and complements the Steering Committee’s work by sustaining structured engagement between the school and its community partners. Training and Capacity Building EJEDLA will provide ongoing training for parent and student committee members covering committee roles and responsibilities, educational terminology and acronyms, the LCAP and SARC reporting structures, and applicable school and authorizer policies. The intent of the training is to build the capacity of every committee member to participate meaningfully in decision-making, not merely to attend meetings, with particular attention to families whose home language is not English and to families who are new to school governance structures.		
3	Opportunities Provided to Support Parent Engagement & Participation	EJE Dual Language Academy (“EJEDLA”) is committed to fostering strong partnerships with families, including those of unduplicated pupils and students with disabilities, by offering a variety of meaningful opportunities for engagement and participation. The Parent Coordinator will support all parents in becoming active partners in their child’s education through volunteer opportunities, involvement in planning and attending schoolwide events, and participation in Parent Education workshops. Coffee with the Principal In response to family requests, “Coffee with the Principal” sessions will be held to address key topics such as literacy and math initiatives, the impact of chronic absenteeism on student academic outcomes and socialization, Positive Behavioral Interventions and Supports (PBIS) implementation and social-emotional learning (SEL), understanding state and local assessment results, and nutrition education.	\$269,526	N

Action #	Title	Description	Total Funds	Contributing
		Communication with Families Communication with families will be maintained regularly through ParentSquare and the school's website. Parents will also have access to PowerSchool's Parent Portal, which allows them to monitor their child's attendance, behavior, and academic progress, as well as communicate directly with teachers and staff. Social Worker Support for Students and Families Recognizing that chronic absenteeism and behavioral challenges remain areas of concern post-pandemic, the Social Worker will play a vital role in supporting students and families. The Social Worker will conduct home visits, meet with students and families, and connect them to appropriate resources and services to improve attendance, engagement, school climate, and academic outcomes. The Social Worker will also address barriers to learning such as truancy, behavioral issues, social withdrawal, substance abuse, and bullying, and will help families access community-based resources in alignment with the Four Pillars of Community Schools. Community Partnerships and Family Learning Opportunities The Community Schools Coordinator will continue to develop and strengthen partnerships with community-based organizations, institutions of higher education, and local agencies to support the implementation of the Community School model. Parents will be provided with resources to further their own education through organizations such as Barrio Logan College Institute, UCSD Extension, and Grossmont Community College District. The Coordinator will also maintain the school's partnership with the Parent Institute for Quality Education (PIQE) to empower families with the knowledge and skills needed to effectively partner with the school and community, ensuring their children reach their full potential. Language Access All correspondence to families and guardians will be provided in English and translated into Spanish, in accordance with the results of the primary language survey and the "15% and above translation needs" criteria, ensuring equitable access to information for all families.		
4	Maintaining Safe & Clean School Facilities	EJE Dual Language Academy ("EJEDLA") is committed to providing all students and staff with a safe, clean, and well-maintained school environment across the full TK-8 program. The school operates from two co-located sites on the same campus, an elementary site serving the elementary grades and a middle school	\$1,033,246	N

Action #	Title	Description	Total Funds	Contributing
		site serving the middle grades, and the school’s facilities practices ensure that both sites meet high standards of upkeep and safety. Two Co-Located Sites The middle school site is a recent construction facility, providing modern instructional spaces that support a rigorous TK-8 educational program. The elementary site is leased from the Cajon Valley Union School District (“CVUSD”) under a Proposition 39 Memorandum of Understanding (MOU). Having both sites on a single campus supports a unified school identity, coherent operations across the TK-8 program, and the consistent application of safety and facilities standards school-wide. Annual Facility Inspection and Reporting To ensure high standards of facility upkeep, EJEDLA will complete the Facility Inspection Tool (FIT) annually for both the elementary and middle school sites. The results of these inspections will be reported in the School Accountability Report Card (SARC), reflected in the Local Indicators on the California School Dashboard, and included in the school’s Local Control and Accountability Plan (LCAP). This consistent reporting cycle provides transparent, public information about facility conditions and supports continuous improvement of the learning environment. Coordination on the Prop 39 Site Any issues or findings identified through the FIT at the elementary site will be promptly reported to CVUSD, the facility owner under the Proposition 39 MOU, for timely resolution. The school will maintain regular communication with the district regarding maintenance, repairs, and improvements needed to keep the leased facility safe and conducive to learning. Findings at the middle school site, which is owned by EJEDLA’s organization, will be addressed directly through the school’s facilities management. Daily Operations and Whole-Campus Safety In addition to the annual inspection cycle, EJEDLA will maintain daily cleaning, routine preventative maintenance, and ongoing safety protocols across both sites. Through this coordinated approach, combining a unified campus identity, annual facility inspection and transparent reporting, prompt coordination with CVUSD on the Proposition 39 site, and consistent day-to-day operations, EJE Dual Language Academy ensures that both sites remain safe, healthy, and welcoming places for learning for every student and staff member.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,690,244	\$299,867

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
28.84%	0%	\$0	28.44%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	EJE Dual Language Academy (“EJEDLA”) enrolls a high concentration of unduplicated students, including English Learners (which, per Education Code Section 42238.02, includes Long-Term English Learners), low-income students, and foster youth. On the 2023 California School Dashboard, the English Learner student group received a Red performance level for the English Language Arts Academic Indicator. On the 2024 Dashboard, the English Learner, socioeconomically disadvantaged, and Hispanic student groups each received a Red performance level for the ELA Academic Indicator. While the 2025 Dashboard showed gains across these groups, all student groups, and unduplicated students in particular, continue to perform below the Standard	Action 3, Addressing Academic Needs to Accelerate Learning, increases and improves services for unduplicated students through a coordinated, multi-component intervention system. The action increases services in quantity by adding the following supports beyond the base instructional program: First, the action establishes a daily middle school intervention block of 50 minutes on regular school days and 30 minutes on minimum days, providing additional, protected time for tiered intervention in English Language Arts and Mathematics. At the elementary grades, intervention is embedded directly into daily instruction, led by the classroom teacher with paraeducators and instructional aides providing extended small-group and	The metrics used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP • #3: CA Science Test

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Met threshold in English Language Arts and Mathematics, and chronic achievement gaps persist. EJEDLA's comprehensive needs assessment, conducted during the 2025-26 school year in connection with the school's charter renewal, further identified specific barriers facing unduplicated students. English Learners and Long-Term English Learners lack consistent access to proficiency-leveled designated English Language Development and to first-language foundational literacy support that enables transfer to English. Low-income students experience reduced access to academic vocabulary, complex syntax, and out-of-school enrichment that supports grade-level performance on Smarter Balanced. Foster youth often experience instability that interrupts learning and complicates progress monitoring. Across all three groups, the result is a documented, persistent gap from grade-level standards that requires more intensive, more frequent, and more individualized intervention than the school's base instructional program can provide.	individual support. Together, these structures add intervention time to every school day across the TK-8 program. Second, the action expands learning opportunities beyond the regular school day through the Expanded Learning Opportunities Program (ELOP), including after-school tutoring, Saturday tutoring, fall and spring intersession programming, and summer programming. English Learners, Long-Term English Learners, students with disabilities, and unduplicated pupils are explicitly prioritized for these expanded learning opportunities, ensuring that students with the greatest distance from grade-level standards receive the most additional time and support. Third, the action provides specialized, identified-need-based services through coordinated tiered intervention. A Spanish Reading Interventionist provides first-language reading support that addresses the documented Spanish-literacy barrier limiting English language acquisition for many English Learners. Classroom teachers and instructional aides deliver tiered classroom support, and adaptive online tools, including MAP Accelerator for mathematics, provide individualized, data-driven practice. The school will also hire additional support staff for 2026-27 to ensure consistent staffing of intervention during the school day, after school, and on Saturdays. Fourth, the action improves services in quality by restructuring and systematizing the school's Multi-Tiered System of Supports. The MTSS team, co-led by the Executive Director and the Principal, follows formal protocols for data review, identification of students for tiered intervention, and ongoing measurement of program effectiveness. The Assessment Data and Education Technology Manager collects, disaggregates, and analyzes intervention data by student group, presenting findings to leadership, the MTSS team, staff, parents, students, and the governing board. This structure ensures that resources flow to the most effective interventions and that approaches not	

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		producing growth are adjusted promptly rather than continued by inertia. Justification for Schoolwide Provision EJEDLA serves a student population in which the substantial majority qualify as unduplicated under Education Code Section 42238.02. Across the TK-8 program, the school's data show that English Learners, Long-Term English Learners, low-income students, and foster youth are present in every grade level and every classroom, and that the achievement gaps facing these students appear across English Language Arts, Mathematics, and English Learner progress. A targeted intervention model limited to specific classrooms or grade levels would leave unduplicated students in untargeted classrooms without access to the very supports designed to address their identified needs. A schoolwide structure is therefore necessary to ensure that every unduplicated student, regardless of grade or section, receives the daily intervention time, expanded learning opportunities, first-language reading support, and adaptive tools the action provides. Providing the action on a schoolwide basis also reflects how academic acceleration works in practice. Intervention is most effective when it is calibrated to each student's assessment data and adjusted as that data changes through the year. Embedding intervention into every classroom in the elementary grades and providing it as a daily protected block at the middle school ensures that unduplicated students can be identified, served, and re-evaluated within the regular school day rather than depending on after-school or pull-out access alone. The schoolwide structure further enables the MTSS team to monitor program effectiveness consistently across the school, redirect resources to interventions that are working, and adjust those that are not, in a manner that directly improves outcomes for unduplicated students.	

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Action 3 is intended to improve outcomes for unduplicated student groups as compared to all students by directing additional time, additional staffing, additional expanded learning opportunities, additional first-language and adaptive supports, and additional progress monitoring toward the students with the greatest distance from grade-level standards. While the supports are delivered through a schoolwide structure, the substance of the action, including priority access to ELOP and intersession, the Spanish Reading Interventionist, MAP Accelerator, and the disaggregated data review process, is designed to flow disproportionately to unduplicated students and to narrow the achievement gaps documented on the California School Dashboard and in the school's local data.	
Goal 1, Action 4	EJE Dual Language Academy ("EJEDLA") enrolls a high concentration of unduplicated students, including English Learners (which, per Education Code Section 42238.02, includes Long-Term English Learners), low-income students, and foster youth. The school's data and the comprehensive needs assessment completed during 2025-26 establish that the social, emotional, and behavioral conditions affecting student learning fall disproportionately on unduplicated students. On the 2025 California School Dashboard, chronic absenteeism rose across every reported student group, with the largest increases concentrated among groups with high unduplicated representation, including English Learners and students with disabilities. While suspension rates remain low, the school's Panorama universal social-emotional learning screener and local discipline and attendance data continue to surface social-emotional, behavioral, and mental health needs that, left unaddressed, interrupt access to instruction. Several patterns are specific to unduplicated students. Low-income students and foster youth often experience external stressors, including housing instability, food insecurity, family disruption, and limited access to health and mental health services,	Action 4, Addressing Social, Emotional, and Behavioral Student Needs, increases and improves services for unduplicated students through a coordinated set of staffing, curriculum, systems, and partnerships designed to address the social, emotional, and behavioral conditions that impede learning. The action increases services in quantity by adding and strengthening staffing dedicated to student well-being. The Counselor leads many of the school's social-emotional learning and behavior initiatives, providing small-group counseling, leading parent workshops, and serving on the MTSS team. The School Psychologist, added under this LCAP, works directly with families to address the social-emotional, behavioral, and mental health factors that affect student learning, and serves on the MTSS team to bring psychological expertise into schoolwide decision-making. A Behavioral Analyst collaborates with teachers to develop individualized behavior plans for students whose behavior impedes their learning or the learning of others. These staffing additions extend the school's capacity to identify, support, and re-engage unduplicated students who would not otherwise receive specialized support.	The metrics used to monitor effectiveness are: • #7: Attendance Rate • #8: Chronic Absenteeism Rate • #9: Suspension Rate • #10: Expulsion Rate

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that affect attendance, engagement, and behavior. English Learners and Long-Term English Learners may face additional cultural and linguistic barriers to accessing school-based mental health and counseling supports and may experience identity-related stressors that affect belonging. Foster youth are particularly vulnerable to instability that interrupts continuity of relationships and supports. Without targeted, well-resourced social-emotional and behavioral systems, these stressors translate directly into reduced attendance, lower engagement, and slower academic progress for the very students whose academic outcomes the LCAP prioritizes. Educational partners reinforced this identified need. Teachers, classified staff, students, the Parent Advisory Committee, and the Principal each identified the need for additional social-emotional and behavioral supports, including counseling capacity, psychologist capacity, and student-facing workshops on bullying and social media.	The action improves services in quality by braiding the Second Step social-emotional learning curriculum into teachers' daily lessons across content areas, so that SEL skills are taught and reinforced continuously rather than in a single weekly block. Second Step is integrated with Positive Behavioral Interventions and Supports (PBIS), Community Circles, Restorative Practices, the CASEL framework, and the Virtues Project, embedded within the school's restructured Multi-Tiered System of Supports. The Principal oversees discipline and SEL implementation, ensuring consistent, calibrated application of these practices across both school sites. The action also expands wrap-around supports through Community School partnerships with Crossroads Family Center, Family Health Centers of San Diego, Bastyr Clinic (twice-weekly onsite services), a Marriage and Family Therapist consultant, and McAllister for mental health support. These partnerships extend the school's capacity to address mental health, family, and community-based conditions affecting unduplicated students beyond what school staff can provide alone. The Panorama universal screener gives the school the data infrastructure to identify students in need of additional support and to monitor whether supports are producing change. Justification for Schoolwide Provision EJEDLA's student population includes a substantial majority of unduplicated students, and the social, emotional, and behavioral needs identified above are not confined to specific grade levels, classrooms, or programs. English Learners, Long-Term English Learners, low-income students, and foster youth are present in every grade across the TK-8 program. The conditions that interrupt their learning, including absences, behavioral challenges, anxiety, family stressors, and barriers to mental health support, can arise in any classroom on any day. A targeted, classroom-by-classroom approach would leave unduplicated students in untargeted classrooms without access to the very supports designed to address their	

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		identified needs and would fail to capture students whose needs surface unexpectedly. Providing the action schoolwide also reflects how the action operates in practice. Universal SEL through Second Step, PBIS, Community Circles, Restorative Practices, the CASEL framework, and the Virtues Project must be delivered consistently in every classroom to be effective. The Panorama universal screener, by design, screens every student so that the MTSS team can identify which students need additional support and where school climate concerns are concentrated. Wrap-around partnerships with Family Health Centers, Bastyr Clinic, and other community providers must be schoolwide so that any student who needs them can be referred. Action 4 is intended to improve outcomes for unduplicated student groups as compared to all students because the action's targeted supports flow disproportionately to those students. Counseling caseloads, behavior plans, MTSS Tier 2 and Tier 3 referrals, and connections to community-based mental health services are disproportionately needed by students experiencing the stressors most concentrated among unduplicated students. The Panorama screener and the MTSS team's disaggregated data review ensure that intensification of services is driven by identified need rather than by uniform distribution. Although the universal layer of the action is delivered to all students through a schoolwide structure, the substance of the action, including counselor capacity, psychologist engagement with families, individualized behavior plans, community-based wrap-around services, and Tier 2 and Tier 3 supports, is designed to address the conditions that disproportionately affect unduplicated student groups and to narrow the gaps in attendance, engagement, and academic outcomes documented in the school's data.	

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2, Action 1	EJE Dual Language Academy (“EJEDLA”) enrolls a high concentration of unduplicated students, including English Learners (which, per Education Code Section 42238.02, includes Long-Term English Learners), low-income students, and foster youth. The school’s comprehensive needs assessment completed during the 2025-26 school year, together with California School Dashboard data and educational partner feedback, established that teacher capacity is a central lever for closing achievement gaps for unduplicated students. The 2024 California School Dashboard showed the English Learner, socioeconomically disadvantaged, and Hispanic student groups each at a Red performance level for the English Language Arts Academic Indicator, and while the 2025 Dashboard reflected meaningful gains, every reported student group continues to perform below the Standard Met threshold in English Language Arts and Mathematics. These outcomes are directly tied to the quality, coherence, and responsiveness of daily classroom instruction. Teachers, classified staff, students, the Parent Advisory Committee, and the combined ELAC, DELAC, and EL-PAC each identified the need for sustained, differentiated professional development calibrated to grade-level and content-area needs, including evidence-based training to support English Learners. Students specifically requested that teachers receive additional content-area training. The needs assessment further surfaced inconsistent instructional coherence across grade levels and content areas, and identified the need for protected, embedded time during the school year for teachers to engage in professional learning and data analysis. Without these conditions, the instructional improvement required to accelerate outcomes for unduplicated students cannot be sustained.	Action 1 increases and improves services for unduplicated students by strengthening the conditions, time, and quality of teacher professional learning that drive daily instruction across the TK-8 program. The action increases services in quantity by providing 180 instructional days during the 2026-27 school year, exceeding the California charter school minimum of 175 instructional days. The additional five instructional days extend grade-level access to the school’s rigorous, dual-language educational program for every student, with the greatest benefit accruing to unduplicated students who depend most on school-based instruction. In addition, the action provides protected, embedded professional learning time: four days of summer professional development prior to the start of the school year, weekly professional development during the academic year, and two non-instructional days during the academic year dedicated to data analysis. This embedded time ensures that teachers are continually equipped, calibrated, and ready to respond to the academic needs of unduplicated students. The action improves services in quality by adjusting professional development based on the needs of each grade-level team, performance data, and instructional supports identified through grade-level and content-area collaboration. Professional learning is calibrated rather than uniform: it is scaffolded to address the specific instructional needs of each teacher, with the explicit goal of ensuring rigor and coherence at each grade level, within each content area, and schoolwide. Because grade-level teams use disaggregated student data, including data for unduplicated student groups, to identify professional learning priorities, the improvements in instructional quality flow directly to the students whose performance has been most below standard. The schoolwide focus on instructional coherence ensures that improvements in one grade level reinforce learning in subsequent grade levels,	The metrics used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP • #3: CA Science Test • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		supporting the multi-year acceleration unduplicated students require. The action also supports the comprehensive educational program that the LCAP advances, with the leadership team and educators working collaboratively to deliver a rigorous program in English Language Arts, Spanish Language Arts, Mathematics, Science, Social Studies, and Physical Education. Differentiated, ongoing professional development is the mechanism through which the comprehensive program is sustained at the level of quality unduplicated students require. Justification for Schoolwide Provision EJEDLA's student population includes a substantial majority of unduplicated students who are present in every classroom across the TK-8 program. The action is provided on a schoolwide basis because the quality, coherence, and responsiveness of instruction must be consistent across every classroom for unduplicated students to experience the cumulative academic acceleration the LCAP intends. A targeted, classroom-by-classroom approach would leave unduplicated students in untargeted classrooms without access to the improved instructional practice this action is designed to produce and would undermine the instructional coherence across grade levels that multi-year academic progress depends on. Providing 180 instructional days, four summer professional development days, weekly professional development, and two non-instructional days for data analysis must also be schoolwide by their nature. Extra instructional days benefit every student in the school, with the greatest benefit accruing to unduplicated students who rely most heavily on school-based instructional time. Embedded professional development time benefits unduplicated students because the data analysis conducted during those days focuses, by design, on the performance of student groups with the greatest distance from grade-level standards, and the	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		professional learning that results is calibrated to close those gaps. Action 1 is intended to improve outcomes for unduplicated student groups as compared to all students because the substance of the action is structured around the needs of those groups. Grade-level teams use disaggregated unduplicated-student data to identify professional learning priorities, the scaffolded design of professional development directs the most intensive support to teachers serving classrooms with the highest concentration of need, and the schoolwide focus on instructional coherence ensures that improvements compound for unduplicated students as they move through the TK-8 program. Although the action is delivered through a schoolwide structure, the design ensures that the additional instructional time and the improved instructional quality flow disproportionately to the students whose outcomes the LCAP prioritizes.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

EJE Dual Language Academy will use additional concentration grant add-on funds to funds to fund additional paraeducators (Goal 1, Action 3).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 8,684,379.00	\$ 8,402,019.00

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)
1	1	Measuring Student Progress--Assessments	No	\$ 21,880	\$ 22,100
1	2	Strengthening EL Program	Yes	\$ 161,821	\$ 152,066
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$ 2,194,202	\$ 2,456,065
1	4	Addressing Social-Emotional & Behavioral Needs	Yes	\$ 357,503	\$ 343,641
1	5	Broad Course of Study	No	\$ 183,914	\$ 202,223
1	6	Services to Support SWD	No	\$ 80,801	\$ 80,835
2	1	Admin & Educators That Support the Ed Program	No	\$ 2,646,622	\$ 2,461,227
2	1S	Admin & Educators That Support the Ed Program	Yes	\$ 300,000	\$ 434,334
2	2	Professional Development	Yes	\$ 730,083	\$ 528,561
2	3	Core Curricular Program Needs	No	\$ 137,583	\$ 78,519
2	4	Closing the Digital Divide	No	\$ 247,705	\$ 192,019
3	1	Promoting Positive School Climate	No	\$ 996,070	\$ 903,650
3	2	Parent Input in Decision Making	No	\$ 135,171	\$ 147,904
3	3	Opportunities for Parent Engagement	Yes	\$ 141,269	\$ 140,069
3	4	Maintaining Safe & Clean School Facilities	No	\$ 349,755	\$ 258,806

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$1,871,993	\$1,944,156	\$1,938,696	\$5,460	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Strengthening EL Program	Yes	\$116,885	\$110,052.00	0.000%	0.000%
1	3	Addressing Academic Needs to Accelerate Learning	Yes	\$597,332	\$687,076.00	0.000%	0.000%
1	4	Addressing Social-Emotional & Behavioral Needs	Yes	\$231,610	\$227,676.00	0.000%	0.000%
2	1S	Admin & Educators That Support the Ed Program	Yes	\$300,000	\$434,334.00	0.000%	0.000%
2	2	Professional Development	Yes	\$567,084	\$350,407.00	0.000%	0.000%
3	3	Opportunities for Parent Engagement	Yes	\$131,245	\$129,151.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 6,412,404	\$ 1,871,993	0.000%	29.193%	\$ 1,938,696	0.000%	30.234%	\$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$9,329,065	\$2,690,244	28.837%	0.000%	28.837%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,513,446	\$3,623,413	\$-	\$1,534,082	\$14,670,941.00	\$11,144,568	\$3,526,373

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	Measuring Student Progress--Assessments	ALL	No					\$-	\$24,500	\$24,500	\$-	\$-	\$-	\$24,500	0.000%
1	2	Strengthening EL Program	ALL	No					\$-	\$102,000	\$102,000	\$-	\$-	\$-	\$102,000	0.000%
1	3	Addressing Academic Needs to Accelerate Learning	ALL	Yes	Schoolwide	All	EJE Dual Language Academy	2026-27	\$2,495,134	\$687,222	\$1,409,400	\$1,772,956	\$-	\$-	\$3,182,356	0.000%
1	4	Addressing Social-Emotional & Behavioral Needs	ALL	Yes	Schoolwide	All	EJE Dual Language Academy	2026-27	\$344,243	\$66,000	\$130,025	\$87,898	\$-	\$192,320	\$410,243	0.000%
1	5	Broad Course of Study	ALL	No					\$311,372	\$31,501	\$110,977	\$231,896	\$-	\$-	\$342,873	0.000%
1	6	Services to Support SWD	SWD	No					\$1,456,039	\$60,240	\$592,714	\$837,580	\$-	\$85,985	\$1,516,279	0.000%
1	7	Improving Outcomes: LTEL	LTEls	No					\$-	\$66,649	\$66,649	\$-	\$-	\$-	\$66,649	0.000%
2	1S	Admin & Educators That Support the Ed Program: Contributing	ALL	Yes	Schoolwide	All	EJE Dual Language Academy	2026-27	\$1,130,000	\$25,000	\$1,155,000	\$-	\$-	\$-	\$1,155,000	0.000%
2	1	Admin & Educators That Support the Ed Program	ALL	No					\$3,523,300	\$-	\$3,523,300	\$-	\$-	\$-	\$3,523,300	0.000%
2	2	Professional Development	ALL	No					\$187,676	\$37,999	\$135,661	\$90,014	\$-	\$-	\$225,675	0.000%
2	3	Core Curricular Program Needs	ALL	No					\$-	\$278,907	\$278,907	\$-	\$-	\$-	\$278,907	0.000%
2	4	Closing the Digital Divide	ALL	No					\$135,226	\$80,000	\$215,226	\$-	\$-	\$-	\$215,226	0.000%
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	ALL	No					\$729,710	\$1,443,775	\$812,362	\$105,346	\$-	\$1,255,777	\$2,173,485	0.000%
3	2	Parent Input into Decision Making	ALL	No					\$151,676	\$-	\$-	\$151,676	\$-	\$-	\$151,676	0.000%
3	3	Opportunities Provided to Support Parent Engagement & Participation	ALL	No					\$159,656	\$109,870	\$192,957	\$76,569	\$-	\$-	\$269,526	0.000%
3	4	Maintaining Safe & Clean School Facilities	ALL	No					\$520,536	\$512,710	\$763,768	\$269,478	\$-	\$-	\$1,033,246	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 9,329,065	\$ 2,690,244	28.837%	0.000%	28.837%	\$ 2,694,425	0.000%	28.882%	Total:	\$ 2,694,425
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 2,694,425

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	3	Addressing Academic Needs to Accelerate Learning	Yes	Schoolwide	All	EJE Dual Language Academy	\$ 1,409,400	0.000%
1	4	Addressing Social-Emotional & Behavioral Needs	Yes	Schoolwide	All	EJE Dual Language Academy	\$ 130,025	0.000%
2	1S	Admin & Educators That Support the Ed Program: Contributing	Yes	Schoolwide	All	EJE Dual Language Academy	\$ 1,155,000	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
● Enter the metric number.
Metric
● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
● Enter the baseline when completing the LCAP for 2024–25. ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

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

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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