



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Edison-Bethune Charter Academy

CDS Code: 10-10108-6085112

School Year: 2023-24

LEA contact information:

Rodolfo Garcia

Executive Director/Principal

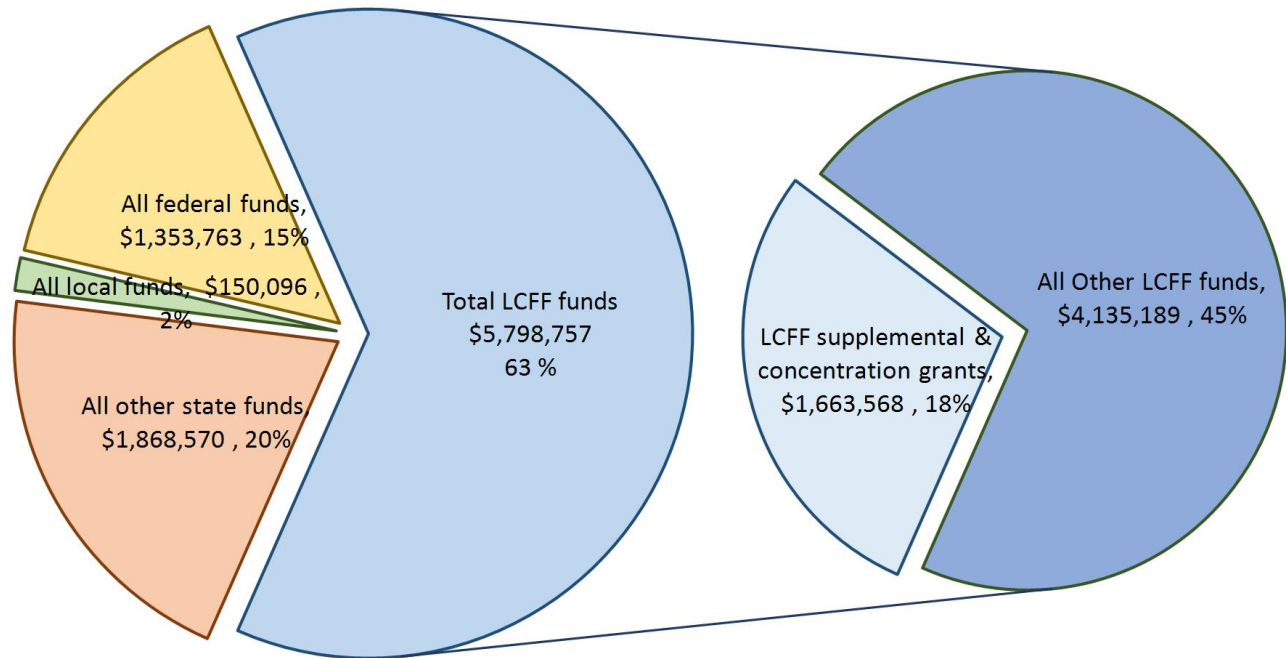
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2023-24 School Year

Projected Revenue by Fund Source

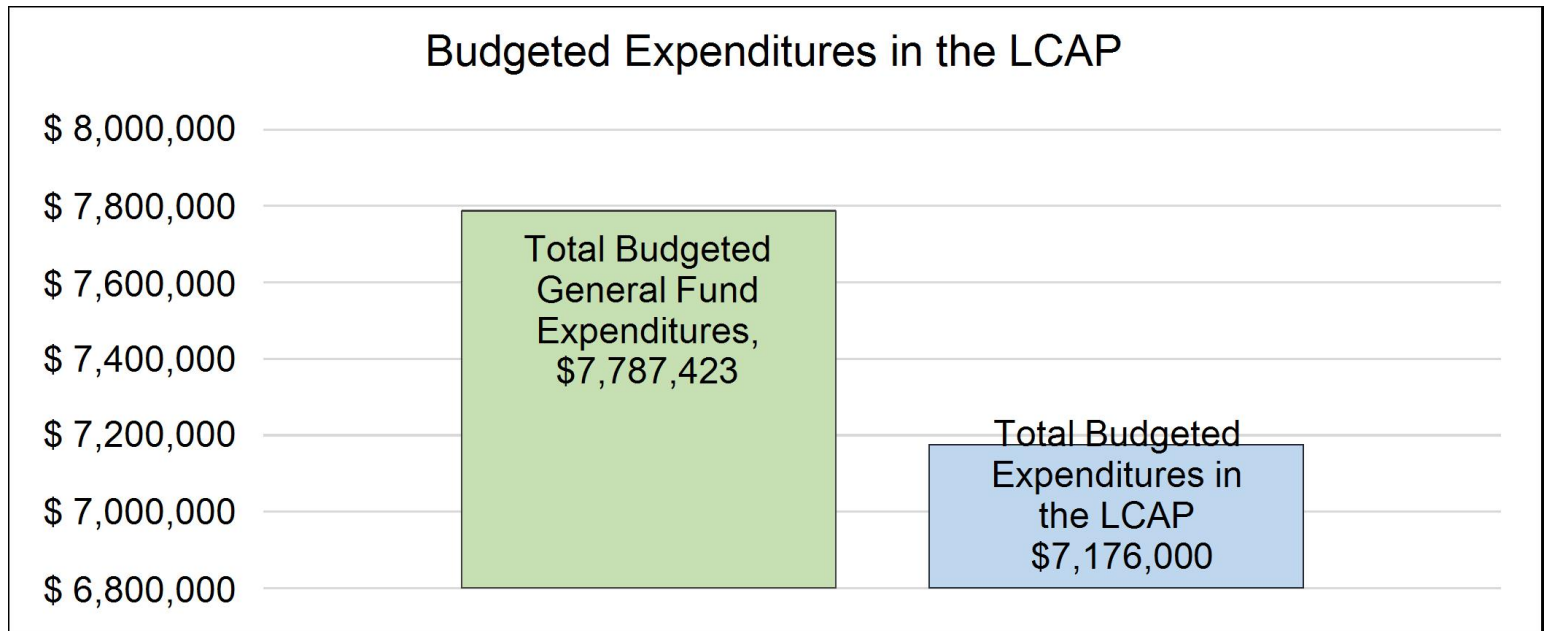


This chart shows the total general purpose revenue Edison-Bethune Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Edison-Bethune Charter Academy is \$9,171,186, of which \$5,798,757 is Local Control Funding Formula (LCFF), \$1,868,570 is other state funds, \$150,096 is local funds, and \$1,353,763 is federal funds. Of the \$5,798,757 in LCFF Funds, \$1,663,568 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 Edison-Bethune Charter Academy plans to spend for 2023-24. 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: Edison-Bethune Charter Academy plans to spend \$7,787,423 for the 2023-24 school year. Of that amount, \$7,176,000 is tied to actions/services in the LCAP and \$791,423 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

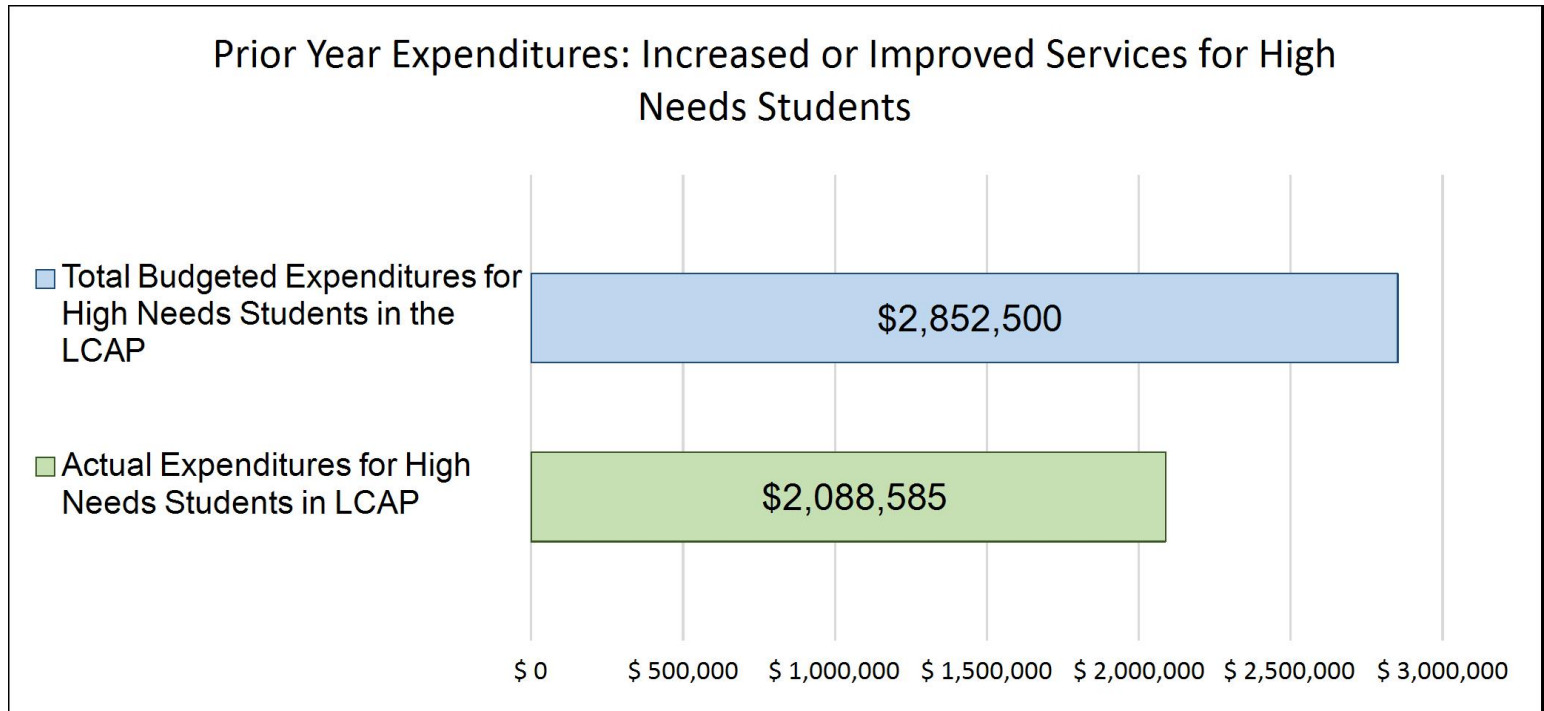
Expenditures that are not in the LCAP are expenses related to the Extended Learning Opportunities Grant (After School Program) (\$591,000) and Special Education contracted services (\$200,423).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Edison-Bethune Charter Academy is projecting it will receive \$1,663,568 based on the enrollment of foster youth, English learner, and low-income students. Edison-Bethune Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Edison-Bethune Charter Academy plans to spend \$2,172,500 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 2022-23



This chart compares what Edison-Bethune Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Edison-Bethune Charter 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 2022-23, Edison-Bethune Charter Academy's LCAP budgeted \$2,852,500 for planned actions to increase or improve services for high needs students. Edison-Bethune Charter Academy actually spent \$2,088,585 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$763,915 had the following impact on Edison-Bethune Charter Academy's ability to increase or improve services for high needs students:

The main differences related to staffing and salary expenses. We have a board approved 8% salary increase for all staff to help cover the cost of living. In addition, we will be hiring additional staff in all areas, certificated - 2 new teachers, and support staff related to After School Program, Instructional Aides and Noon Time Assistants. We feel that this will directly effect EBCA's ability to increase and improve services. We will also be working facility improvement projects that were postponed in the 2022-23 school year and that we hope to finish in the 2023-24 also creating a variance.



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
Edison-Bethune Charter Academy	Rodolfo Garcia Executive Director/Principal	r.garc@myebca.com (559) 457-2530

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Edison Bethune Charter Academy (EBCA) has an enrollment of 416 in grades TK through -6th grade. Our school is located in Southwest Fresno. The student demographics are as follows: 69% Hispanic, 25% African American, 3% Asian and 3% Other. 25% of our students are English Learners, 95% are Low Income, 8% are Special needs students, and Foster youth students do not comprise a significant sub group. The community of Southwest Fresno embraces our motto, “Each One, Teach One; Each One, Reach One...” by Mary McLeod Bethune, and is proud of the success our school has made since we became a Charter in 1999. EBCA’s vision is: “We, the learning community of Edison Bethune Charter Academy, believe all children can learn. By receiving a world class education, all students will be academically prepared to compete globally” and our Mission of: “Edison Bethune Charter Academy’s mission is to provide all students with a rigorous standards-based curriculum to achieve success. Every child is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, EBCA is dedicated to providing a world class education to ensure the academic advancement of every child.” Our goal is to work together with the help of our community to achieve

this mission by providing the best education to each of our students thru technology and the most current curriculum, pedagogical professional development, and parent involvement.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

EBCA is proud of providing in-person instruction to our entire student population, which includes our low-income, English learner, and Foster Youth students, during the current 2022-23 school year being that our county has been in the Covid-19 pandemic status for more than half of the school year. Students who were not able to attend school due to Covid-19 quarantining, were provided independent studies work to prevent learning opportunity loss.

EBCA provided all students, which includes our low-income and English learner students, standards-based instruction and provided intervention to address any learning opportunity loss. School-wide assessments returned to pre-pandemic status in math and ELA and were given regularly to provide teachers with the data necessary to target future instruction. Incentives were put in place to encourage independent reading, math facts, and basic skills practice school-wide. Incentives were also given to encourage students to attend school and put forth their best efforts on the end of year summative state assessments.

EBCA will continue to use the residential teacher substitutes to address teacher absences so students' classrooms could maintain a stable environment without having to separate students into neighboring classrooms causing disruptions.

EBCA will continue to extend the work day for instructional aides in the primary grade levels to provide students with more support to address learning opportunity loss. Residential substitutes were also used as instructional aides in the intermediate grade levels when they did not have an assignment to provide students with additional support.

EBCA will continue to implement the new SEL program (Second Step) to address the emotional needs of our student population going forward. This program will provide teachers with lessons targeting different areas of social interactions and emotional issues that students deal with in today's society.

EBCA will maintain the current practices to support students in alleviating learning opportunity loss due to attendance issues relating to quarantining and past school shutdowns resulting from the Covid-19 pandemic for the upcoming school years.

EBCA will build on its current practice of providing standards-based instruction to all students, which includes our low-income and English learner students, by providing more professional development to our teaching staff in the areas of social-emotional learning and teaching strategies and the use of our current digital curriculum.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

EBCA did not have any academic state indicators in the lowest performance level in ELA and Math.

EBCA did not have any local indicators where the LEA received a "Not Met" rating.

EBCA did not have any student groups who were performing two or more performance levels below the "all students" group in academic indicators for both ELA and Math.

Since SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22, EBCA has identified needs based on the 2021-2022 CAASPP status results in ELA and math and our local assessments (for data please see Goal 1 metrics).

EBCA will continue to extend the work day for our instructional aides and available residential substitutes to provide additional support to all students, which includes our low-income and English learner students. These aides will work at the teacher's direction to provide intervention in identified instructional areas by providing small group instruction and will assist struggling students during independent work.

EBCA will continue to employ a Truancy Mediation Liaison to provide support to all students, which includes our low-income and English learner students, who may be struggling with attendance and behavior in order to provide them with successful strategies which will enable them to be more successful in the classroom.

EBCA will continue to employ a full-time counselor to provide social-emotional support to all students, which includes our low-income and English learner students, so they will have the skills to focus their attention on school work while they are in the classroom.

EBCA will offer summer school to support all students, which includes our low-income and English learner students, so they will have more opportunities to alleviate any learning opportunity loss due to the pandemic and loss of instructional time.

EBCA will ensure that state standards are taught and that all students, which includes our low-income and English learner students, are prepared for the state and local summative assessments taken at the end of the year. Math benchmarks will be administered school-wide monthly and ELA interim and performance task assessment will be done quarterly. Data will be analyzed from the state and local assessments in a timely manner and will drive instruction in order to help students meet academic state standards.

EBCA will provide professional development to teachers in all academic areas, digital curriculum, and SEL curriculum to provide them with the tools necessary to provide support to all students, which includes our low-income and English learner students.

The indicators on the dashboard identified suspensions and chronic absenteeism as receiving the lowest performance level as "very high". In order to address these areas EBCA will offer schoolwide efforts to engage students within the classroom. Recognize attendance improvement by providing incentives such as fun day activities, special field trips, assemblies, and grade level recognition. Recognize improvement at the student level, parent level and teacher level. Focus on improving chronic attendance, in addition to perfect attendance recognition. Set up meetings with parents to set up attendance contracts by the School Attendance Review Team (SART).

Provide staff development to teachers related to positive discipline to help with student engagement.

EBCA will look to hire a Teacher to provide an alternative to on campus suspension to reduce off campus suspension.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The EBCA LCAP is designed to meet the needs of all students and in particular the unduplicated student population. The plan seeks to lay out the vision of the academy with concrete actions and services for the under-served student population. Increased and improved services for these students are clearly seen under each of the goals articulated in the plan. Student and community input are clearly reflected in the plan as are many other stakeholder groups. Increased academic achievement is our primary goal (Goal 1). State assessment scores reflect results below the state average overall and for all sub groups. Parent involvement remains a key to our success and is a clear goal (Goal 2) in our plan. A new emphasis on creating a positive school culture and increasing student attendance can be found in our School Climate goal (Goal 3). Improving EL performance level (Goal 4) is an equally important goal in our plan.

In addition – the following metrics do not apply to us because we are a TK – 6 school district:

- A-G: percentage of pupils with successful course completion
- CTE Sequence of Study: percentage of students with two courses in the same pathway
- AP: Pupils Scoring 3 or higher
- EAP: percentage of pupils scoring “ready” or higher ELA and Math
- Middle/High School dropout as measured by formula in LCAP appendix
- High School graduation rate

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.

We were not identified as a Comprehensive Support and Improvement School (CSI) - Not Applicable

Support for Identified Schools

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

We were not identified as a Comprehensive Support and Improvement School (CSI) - Not Applicable

Monitoring and Evaluating Effectiveness

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

We were not identified as a Comprehensive Support and Improvement School (CSI) - Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Edison Bethune Charter Academy (EBCA) administration has presented detailed information to and requested input from the Edison Bethune Charter Academy Board of Directors, all staff, teachers, administrators, Charter SELPA, parents, community members, DELAC/ELAC at scheduled meetings. EBCA utilized our Facebook page to publish information for parents and Educational Partners. We also hosted meetings to go over information with parents and answer any questions that they may have about their student's education. We also held staff meetings with all staff to review information. Additional LCAP input was gathered year round from public and board members, through the Board Meetings on the fourth Thursday of each month. EBCA gathers student input through surveys and walking through classrooms and talking to the students. Our English Learners Advisory Committee (ELAC/DELAC) met 2 times to discuss progress towards our goals as well as provide feedback on how effective they felt our actions were in meeting our student's needs. The Edison Bethune Charter Academy administration developed materials for presentations to educational partners sharing data from Dashboard and updating our actions towards goals. The EBCA Educational Partners include the classified staff (Non-Union), certificated staff (Union), English Learner & Special Education parents, Parent Advisory Counsel (PAC), DELAC, and community. All written comments were presented to the Executive Director/Principal from our educational partners, although there wasn't any that required written responses. Surveys, community priorities were referenced to establish current LCAP goals. Meetings were announced using our Parent Square - through phone calls, text messages and emails, EBCA App, EBCA's website and Facebook, as well as, flyers, personal invitations to educational partners. The LCAP parent meeting was held on Zoom to provide the opportunity for maximum participation. Spanish translation was also provided at the meeting. The draft LCAP was presented at a Public Hearing on June 1, 2023. Public Notice posted on our school website and in the school office. All educational partner input was and will continue to be considered. Educational Partners were asked to give specific input and recommendations as they reflected on the eight state priorities with metrics that EBCA has made towards each. Public notice was given using EBCA's web page with LCAP link inviting all educational partner input. The public comments dates were May 31st – June 13th, 2023. It was determined that EBCA's LCAP goals were still a reflection of our community's needs and it was determined that EBCA's LCAP goals were appropriate goals and will remain, all actions were implemented and expenditures for those actions are on track. The LCAP final draft was revised accordingly and presented to the Governing Board of Edison Bethune Charter Academy for final approved prior to submission to the Fresno County Office of Education on June 16, 2023. In addition, during the June 15, 2023 meeting the Governing Board of Edison Bethune Charter Academy the local indicator for the CDE Dashboard were presented.

Who	When	How	What
Parents	6/2/2023	Google Doc - Website/Facebook/Parent Square	Review LCAP Goals
Survey - Community	5/25/2023 - 6/8/2023	Google Doc - Website/Facebook/Parent Square	Review LCAP Goals
Teachers/Union	5/24/2023	Staff Meeting	Review LCAP Goals
Classified	5/24/2023	Google Doc - Feedback	Review LCAP Goals
DELAC/ELAC/PAC	6/2/2023	In Person & Google Doc in Person	Review LCAP Goals
Charter SELPA	6/1/2023	Email Draft	LCAP Draft and 2023-24
Budget			
Public Comment Pd	5/31/2023 - 6/13/2023	Draft on Website - Google Doc Feedback	Public Comments collected

Public Hearing	6/1/2023	Board Meeting - 5:30pm	LCAP Draft and 2023-24 Budget
Local Indicators	6/15/2023	Board Meeting - 5:30pm	Local Indicators - for Dashboard Nov. 2023
Board Approval	6/15/2023	Board Meeting - 5:30pm	Final - LCAP and 2023-24 Budget

A summary of the feedback provided by specific educational partners.

The consultations have been extremely important because it gives us the opportunity to validate what we are doing and share our progress. It is an avenue for parents and teachers to affirm our direction and provide input in areas that may need to be addressed. Areas that have been highly supported by our teachers, administrators and classified staff are the need for resources for instructional support staff, funding a field trip at each grade level, positive behavior/attendance incentives, monitoring chronic absenteeism, and School Counselor. Our parents and community members also felt that additional support for social emotional health of students is a high priority.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Closing the achievement gap continues to be important to EBCA. We have and will continue to invest in 1 to 1 technology (Action 1.3) and provide professional development to staff (Action 1.4) to make sure our students have access to the appropriate tools to lead them to success in improving academically each year (Action 1.2).

School climate continues to be a high priority for our educational partners. We will continue to look for ways to improve this, and one way we have determined is to hire a full time School Counselor to support social emotional needs of students. We will also continue to work on our parent communication and involvement, as well as our attendance rates and chronic absenteeism by working with parents by contacting them directly and arranging meetings to impress the importance of daily attendance and being on time. Other interventions include providing behavior and attendance incentives to students to improve attendance and behavior. We hope that with the help of the School Counselor and our Truancy Mediation Liaison, we will make improvements related to these outcomes (Actions 3.5, 3.7, 3.9, 3.10, 3.12). We also want to hire an Alternative to Suspension Teacher to directly work with students struggling with behavior (Action 3.9).

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: Dashboard Fall 2021	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: Dashboard Fall 2022	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: Dashboard Fall 2023		0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Dashboard Fall 2024
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023		100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
Implementation of standards for all students and enable ELs access to Common Core State Standards (CCSS) and English Language	Initial Implementation & Sustainability Data Year: 2020-21 Data Source: Dashboard Fall 2021	Initial Implementation & Sustainability Data Year: 2021-22 Data Source: Dashboard Fall 2022	Initial Implementation & Sustainability Data Year: 2022-23 Data Source: Dashboard Fall 2023		Correction: Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Development (ELD) standards					
CAASPP ELA	<p>ADJUSTED TO REFLECT ACTUAL DATA: Data Year: 2020-21 Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 22.33%</p> <p>Limited Income: 21.96%</p> <p>English Learners: 11.43%</p> <p>Foster Youth: Less than 11 students</p>	<p>Data Year: 2020-21 Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 22.33%</p> <p>Limited Income: 21.96%</p> <p>English Learners: 11.43%</p> <p>Foster Youth: Less than 11 students</p>	<p>Data Year: 2021-22 Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 31.65%</p> <p>Limited Income: 30.57%</p> <p>English Learners: 13.85%</p> <p>Foster Youth: Less than 11 students</p>		<p>Data Year: 2023-24 Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 32%</p> <p>Limited Income: 32%</p> <p>English Learners: 21%</p> <p>Foster Youth: Less than 11 students</p>
CAASPP Math	<p>ADJUSTED TO REFLECT ACTUAL DATA: Data Year: 2020-21 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 11.25%</p>	<p>Data Year: 2020-21 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 11.25%</p>	<p>Data Year: 2021-22 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 21.22%</p>		<p>Data Year: 2023-24 Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards:</p> <p>All Students All Grades: 21.25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students All Grades: 11.25%</p> <p>Low Income: 11.07%</p> <p>English Learners: 7.04%</p> <p>Foster Youth: Less than 11 students</p>	<p>Low Income: 11.07%</p> <p>English Learners: 7.04%</p> <p>Foster Youth: Less than 11 students</p>	<p>Low Income: 21.13%</p> <p>English Learners: 10.77%</p> <p>Foster Youth: Less than 11 students</p>		<p>Low Income: 21.07%</p> <p>English Learners: 17.04%</p> <p>Foster Youth: Less than 11 students</p>
Other Pupil Outcomes – STAR Reading	<p>2019-20 - 2nd Quarter STAR – 1st Grade: 1.0</p> <p>STAR – 2nd Grade: 2.1</p> <p>STAR – 3rd Grade: 3.0</p> <p>STAR – 4th Grade: 3.5</p> <p>STAR – 5th Grade: 3.8</p> <p>STAR – 6th Grade: 4.7</p>	<p>Data Year: 2021-22</p> <p>Data Source: STAR Scores</p> <p>Based on 3rd Quarter Assessment:</p> <p>All Students All Grades:</p> <p>STAR – 1st Grade: 0.9</p> <p>STAR – 2nd Grade: 1.7</p> <p>STAR – 3rd Grade: 2.5</p> <p>STAR – 4th Grade: 3.1</p> <p>STAR – 5th Grade: 3.8</p> <p>STAR – 6th Grade: 4.4</p> <p>Low Income: STAR – 1st Grade: 0.9</p>	<p>Data Year: 2022-23</p> <p>Data Source: STAR Scores</p> <p>Based on 3rd Quarter Assessment:</p> <p>All Students All Grades:</p> <p>STAR – 1st Grade: 1.3</p> <p>STAR – 2nd Grade: 1.7</p> <p>STAR – 3rd Grade: 2.8</p> <p>STAR – 4th Grade: 3.1</p> <p>STAR – 5th Grade: 3.2</p> <p>STAR – 6th Grade: 4.4</p> <p>Low Income: STAR – 1st Grade: 0.9</p>		<p>Data Year: 2023-24</p> <p>Data Source: STAR Scores</p> <p>Based on 3rd Quarter Assessment:</p> <p>STAR – 1st Grade: 1.7</p> <p>STAR – 2nd Grade: 2.7</p> <p>STAR – 3rd Grade: 3.7</p> <p>STAR – 4th Grade: 4.7</p> <p>STAR – 5th Grade: 5.7</p> <p>STAR – 6th Grade: 6.7</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		STAR – 2nd Grade: 1.7 STAR – 3rd Grade: 2.5 STAR – 4th Grade: 3.3 STAR – 5th Grade: 3.9 STAR – 6th Grade: 4.4 English Learners: STAR – 1st Grade: 0.7 STAR – 2nd Grade: 1.3 STAR – 3rd Grade: 1.6 STAR – 4th Grade: 2.8 STAR – 5th Grade: 2.9 STAR – 6th Grade: 3.6 Foster Youth: Less than 11 students	STAR – 2nd Grade: 1.7 STAR – 3rd Grade: 2.5 STAR – 4th Grade: 3.3 STAR – 5th Grade: 3.9 STAR – 6th Grade: 4.4 English Learners: STAR – 1st Grade: 0.8 STAR – 2nd Grade: 1.4 STAR – 3rd Grade: 2.2 STAR – 4th Grade: 2.1 STAR – 5th Grade: 3.0 STAR – 6th Grade: 3.2 Foster Youth: Less than 11 students		
Broad Course of Study	100% Access to a Broad Course of Study Data Source: Teacher lesson plans	100% Access to a Broad Course of Study Data Source: Teacher lesson plans	100% Access to a Broad Course of Study Data Source: Teacher lesson plans		100% Access to a Broad Course of Study Data Source: Teacher lesson plans

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Discontinued) ELA local benchmarks will be used until Smarter Balanced ELA results become available	Met or Exceeded Standards: All: TBD% EL: TBD% Hispanic: TBD% African American: TBD% Data Year: We were not able to take the ELA benchmark in 2020-21 due to limited instructional time. Data Source: Illuminate	This metric has been discontinued - as we will be using Star Reading and Smarter Balance to measure - ELA progress	This metric has been discontinued - as we will be using Star Reading and Smarter Balance to measure - ELA progress		This metric has been discontinued - as we will be using Star Reading and Smarter Balance to measure - ELA progress
(Adjusted) Math local benchmarks - Think Central for Primary Grades (Kinder - 2nd grade)	Data Year: 2021-22 Data Source: Think Central ADJUSTED BASELINE: Met or Exceeded Standards: Kindergarten: All: 68% EL: 44% Low Income: 68% 1st Grade: All: 65% EL: 60% Low Income: 65% 2nd Grade:	Data Year: 2021-22 Data Source: Think Central ACTUAL: Met or Exceeded Standards: Kindergarten: All: 68% EL: 44% Low Income: 68% 1st Grade: All: 65% EL: 60% Low Income: 65% 2nd Grade: All: 32%	Data Year: 2022-23 Data Source: Think Central ACTUAL: Met or Exceeded Standards: Kindergarten: All: 82% EL: 79% Low Income: 81% 1st Grade: All: 71% EL: 62% Low Income: %71 2nd Grade: All: 77%		Data Year: 2023-24 Data Source: Think Central ADJUST EXPECTED OUTCOME: Met or Exceeded Standards: Kindergarten:(5%Growth) All: 73% EL: 49% Low Income: 73% 1st Grade:(5%Growth) All: 70% EL: 65% Low Income: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All: 32% EL: 17% Low Income:32%	EL: 17% Low Income:32%	EL: 69% Low Income:77%		2nd Grade:(5%Growth) All: 37% EL: 22% Low Income:37%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain/Hire Staff	EBCA will retain and hire teachers for all core and elective courses, in addition to providing substitute teachers and paraprofessionals. These staff will provide the academic support needed for our students to maximize their achievement.	\$3,101,645.00	No
1.2	Intervention Tutoring, Collaboration and Broad Course of Study	Our analysis of the Smarter Balance and local assessment scores for ELA and ELPAC scores, we determined that our Low Income, and English Learner must significantly increase achievement in ELA, and English Learner Progress. Additionally, our educational partners value the importance of our Low Income, and English Learner having access to art, music and PE. EBCA will maintain four teachers to provide additional courses to all students in art, music, and PE. During this time, core teachers will have release time to collaborate with their grade level focusing on analysis of the Low Income, and English Learner population performance, and developing strategies for closing the achievement gap. In addition, the teachers for art, music and PE will provide intervention tutoring to low performing students in pull-out small group instruction. This action is principally directed towards the Low Income, and English Learner population and effective in meeting their needs for broad course of study, and increasing achievement of these students in the Smarter Balance ELA and ELPAC assessments.	\$355,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Technology Resources	Based on our analysis of Smarter Balance and local assessment scores, ELPAC, EL reclassification rate, and benchmark computerized assessments, along with feedback from our educational partners, there is a need for support in educational technology proficiency for our Low Income, and English Learners. Technology skills are needed for students to access modern assessments, curriculum, and other instructional resources. EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction and intervention for Low Income, and English Learners. These resources are intended for classroom, intervention and extended-hour instruction for Low Income, and English Learners.	\$415,000.00	Yes
1.4	Curriculum & Instruction Director	Our analysis of the Smarter Balance and local assessment scores for ELA, Math and ELPAC scores, we determined that our Low Income, and English Learner students must significantly increase achievement in ELA, Math and English Learner Progress. Additionally, our educational partners value the importance of our Low Income, and English Learner population having access to high quality instruction, that includes differentiation, data analysis, professional development and instructional coaching. EBCA will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers to support the implementation of common core standards and high-quality instruction. The Curriculum and Instruction Director will provide direct support to the teachers in providing quality instruction to Low Income, and English Learners. By providing support such as developing interim assessments, data analysis, differentiation strategies, and professional development we anticipate growth in the Smarter Balance scores for ELA, Math and ELPAC scores for our Low Income, and English Learners.	\$180,000.00	Yes
1.5	Assessment Systems	Our analysis of the Smarter Balance and local assessment scores for ELA, Math and ELPAC scores, we determined that our Low Income, and English Learners must significantly increase achievement in ELA,	\$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Math and English Learner Progress. To monitor student progress throughout the year, EBCA will purchase formative assessment systems. Students will complete formative assessments throughout the year. These assessment systems will be used by staff to measure progress for Low Income, and English Learners in English Language-Arts, Mathematics, and English Language Development. Measuring the progress of these students will assist teachers with providing instruction that is targeted to their specific learning needs. Through targeted instruction we anticipate growth in the Smarter Balance scores for ELA, Math and ELPAC for our Low Income, and English Learners.		
1.6	Instructional Support Staff	Our analysis of the local assessment scores for ELA, Math and ELPAC, we determined that our Low Income, and English Learner must significantly increase achievement in ELA, Math and English Learner Progress. EBCA will maintain instructional support staff to work with our teachers in providing support to Low Income, and English Learners who are struggling academically. The instructional support staff will assist these students through classroom tutoring during instruction, small group instruction, and addressing specific learning needs. This action will increase student opportunities to access curriculum. By maintaining instructional support staff, we anticipate local assessment scores for ELA, Math and ELPAC will improve Low Income, and English Learners.	\$512,000.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Edison Bethune Charter Academy (EBCA) used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress in meeting the following goal: Maximize achievement for all students and all subgroups.

Action(s): 1 - Retain/Hire Staff; 2 – Intervention Tutoring, Collaboration and Broad Course of Study; 4 - Curriculum and Instruction Director; and 6 - Instructional Support Staff

Implementation Status: Initial implementation. EBCA is working hard to make sure that we have sufficient staffing in both certificated staff and classified staff to support our students. We are also working on creating policies and procedures for supporting new teachers, as well as ensuring PD is provided throughout the LEA for both classified and certified staff members.

No substantive difference in the planned action compared to the actual implementation.

Action(s): 3 – Technology Resources, and 5 - Assessment Systems

Implementation Status: Initial implementation

EBCA has been able to implement the action as planned. We have been able to provide 1 to 1 devices for all students to make sure that they have access to modern assessment tools, curriculum, and other instructional resources. The technology also allowed students access to the assessment systems that have been used by staff to measure student progress and provide additional assistance to students who need it.

No substantive difference in the planned action compared to the actual implementation.

Overall Successes: EBCA was able to provide highly-qualified teachers for the 22-23 school year. In addition, EBCA provided support staff to work with teachers and provide additional support to struggling students, as well as an increase in opportunities to all that needed it.

Overall Challenges: EBCA experienced difficulty hiring additional support staff for all the positions, therefore, under spending the budget has been reflected.

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

Action 1 - Retain/Hire Staff and 6 - Instructional Support Staff- Our salaries and benefits expense was under spent by \$536,811 (Action 1) and \$171,769 (Action 6), and this was largely due to being able to hire staff for all the available positions we have budgeted for. In addition, we were able to fund salary expenses for the year out of one time funds. We have allocated funds to maintain those positions for future years. We have increased our salary schedule to help retain and hire more staff for the next school year.

Action 2 - Technology resources - We originally budgeted for a capital improvement project to upgrade our fiber optic cabling for the entire campus. The budget was under spent by \$171,769.

An explanation of how effective the specific actions were in making progress toward the goal.

EBCA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal One supported the progress in meeting the following goal: Maximize achievement for all students and all subgroups.

Action(s): 1 - Retain/Hire Staff; 2 – Intervention Tutoring, Collaboration and Broad Course of Study; 4 - Curriculum and Instruction Director; and 6 - Instructional Support Staff

Effectiveness of Action(s): Effective

Metric(s): CAASPP (ELA & Math), Appropriately Credentialed Teachers, Access to standards aligned instructional materials, Implementation of Standards for Common Core (CCSS) and English Language Development (ELD), Other Pupil Outcomes - STAR Reading, Broad Course of Study, and Math Local Benchmarks.

Analysis: Actions 1, 2, 4 and 6 were effective in making progress toward the goal of improving academic achievement. EBCA had 0 misassignments or vacancies, and 100% Access to Standards Aligned Instructional Materials.. Classroom observation data further demonstrated effectiveness of teachers implementing CCSS and ELD strategies in their daily lessons. We believe that providing students with high-quality teachers and additional support staff is one of the factors that led to an increase in CAASPP ELA scores of 9.32% overall. As well as, and increase in our CAASPP Math scores 9.97% overall.

Action(s): 3 – Technology Resources, and 5 - Assessment Systems

Effectiveness of Action(s): Effective

Metric(s): CAASPP (ELA & Math), Appropriately Credentialed Teachers, Access to standards aligned instructional materials, Implementation of Standards for Common Core (CCSS) and English Language Development (ELD), Other Pupil Outcomes - STAR Reading, Broad Course of Study, and Math Local Benchmarks.

Analysis: Actions 3 and 5 were effective in making progress toward the goal of improving academic achievement. EBCA providing technology resources for our students to practice with during the year while teachers are providing instruction through the assessment systems that are aligned with CCSS and ELD have also contributed to the increase in CAASPP ELA and Math scores.

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

The metric adjustment - CAASPP ELA and CAASPP MATH - we adjusted the baseline metric to reflect actual data that was not available when the LCAP was written originally. We reported the actual data for the 2020-21 CAASPP scores by subgroup.

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.

Goals and Actions

Goal

Goal #	Description
2	All students at EBCA will learn in a collaborative environment with strong parent engagement and community support that furthers the learning of all students.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for Low Income, English Learners, and Foster Youth and students with exceptional needs.	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021	Initial Implementation Data Year: 2021-22 Data Source: Dashboard Fall 2022	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023		Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement Classes and Fingerprinting	Parents of Low-income, and English Learner students lack engagement and participation in programs for their students based on survey responses, parent meeting attendance, teacher input, and	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>educational partner feedback. In addition, EBCA's data noted in the metric sections within the LCAP show that Low-income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students. Based on local experience EBCA knows that when a family is involved in their student's schooling we see an increase in academic performance, attendance rates, and student behavior. To meet these needs, EBCA will increase parent communication for Low Income, and English Learners, EBCA will provide opportunities for parents to participate on campus through parent-teacher conferences, finger printing so parents can volunteer within the classroom, and opportunities for parents to engage in real-world learning trips with their students. In addition, EBCA will provide monthly parent education opportunities taught by staff members related important topics to assist parents with current concerns. Increased communication gives parents the opportunity to be actively involved in their student's education and be informed about school activities. This action focuses on the needs of our Low Income, and English Learners by providing parents with the necessary information to actively participate in their student's education. This action will allow EBCA to remove barriers that prevent parents of low income, and English Learners, to volunteer on campus and will provide educational opportunities for families and students to engage in new learning together. Because of these additional supports, parents will be equipped with the resources and tools to support their students learning at home. Parent education classes focus on giving parents resources and ways to support their students' literacy skills, basic math principles, and how to meet their students' social-emotional needs.</p> <p>It is our expectation that providing better communication to parents will better support the needs of our Low Income, English Learners, by increasing attendance, and academic performance, and reducing suspension rates. This action is designed to meet the needs most associated with Low-income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>		

Action #	Title	Description	Total Funds	Contributing
2.2	Parent/Student Handbook	In order to support both parents and students, EBCA will provide printed copies of Parent Student Handbook for every student (also accessible on our webpage). This action is intended to improve student and parent involvement through clear communication between parents and EBCA.	\$5,000.00	No
2.4	Parent Communication	Parents of Low-income, and English Learner students lack engagement and participation in programs for their students based on survey responses, parent meeting attendance, teacher input, and educational partner feedback. In addition, EBCA's data noted in the metric sections within the LCAP show that Low-income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students. Based on local experience EBCA knows that when a family is involved in their student's schooling we see an increase in academic performance, attendance rates, and student behavior. To meet these needs, EBCA will increase parent communication for Low Income, and English Learners, EBCA will provide multiple avenues to share important information with our parents and community by providing school-to-home communication platforms. Increased communication gives parents the opportunity to be actively involved in their student's education and be informed about school activities. This action focuses on the needs of our Low Income, and English Learners by providing parents with the necessary information to actively participate in their student's education. These platforms will allow for daily communication in order for parents and teachers to share relevant information with each other about their students. Information includes school activities, upcoming events, opportunities for parents to participate at the school, engagement opportunities, parents can monitor students' progress academically and behaviorally, and upcoming co-curricular events that both students and parents can participate in. It is our expectation that providing better communication to parents will better support the	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs of our Low Income, and English Learners by increasing attendance, and academic performance, and reducing suspension rates. This action is designed to meet the needs most associated with Low-income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.		

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Edison Bethune Charter Academy (EBCA) used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress in meeting the following goal: All students at EBCA will learn in a collaborative environment with strong parent engagement and community support that furthers the learning of all students.

Action(s): 1 - Parent Involvement Classes and Fingerprinting; 2 – Parent/Student Handbook; 3 - Parent Communication

Implementation Status: Initial implementation. EBCA provided parent involvement classes and fingerprinting for volunteers participating in field trips and in classrooms. We worked with outside counsel to update our Parent/Student handbook, to make sure we provide the most up to date information. EBCA worked diligently to increase our parent communication to allow parents access to administration and teachers through Google Voice, as well as our Parent Square, Facebook and written notices. We will continue to try to increase opportunities for parents to be involved in their students' education, support academic and social emotional skills.

No substantive difference in the planned action compared to the actual implementation.

Overall Successes: EBCA was able to provide parent involvement classes through Fresno County Office of Education for the 22-23 school year. In addition, EBCA was able to fund the cost of fingerprints for parents who wanted to volunteer on field trips and in the classroom. We are also excited about the addition of Google Voice to our ways of contacting parents, and parents being able to contact EBCA.

Overall Challenges: EBCA was only able to provide a digital parent/student handbook which was posted on our website. We will make sure that they will also have a printed copy for their student in the upcoming school year.

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

Action 1 - Parent Involvement Classes and Fingerprinting - was under spent by \$8,470. Classes for parents were held according to the contract and we also provided fingerprinting to parents who wanted to volunteer. The cost turned out to be less than budgeted, but all expectations were met.

Action 3 - Parent Communication - was under spent by \$5,443 - EBCA was able to provide services such as Parent Square, and Google Voice to communicate with parents, and the cost turned out to be less than budgeted, although we will continue to try and improve our communication with parents.

An explanation of how effective the specific actions were in making progress toward the goal.

EBCA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. ?

?

The actions outlined in Goal Two supported the progress in meeting the following goal: All students at EBCA will learn in a collaborative environment with strong parent engagement and community support that furthers the learning of all students.

Action(s): 1 - Parent Involvement Classes and Fingerprinting; 2 – Parent/Student Handbook; 3 - Parent Communication

Effectiveness of Action(s): Somewhat Effective ?

Metric(s): Seek parent input & promote parental participation in programs for Low Income, English Learners, and Foster Youth and students with exceptional needs. Reported on the Dashboard in the Fall.

Analysis: Actions 1, 2, and 3 were somewhat effective in making progress toward the goal of providing students with a collaborative environment with strong parental engagement to support learning for all students. We believe that providing parent involvement classes, covering the cost of fingerprints for volunteers, and good home to school communication provides our families with resources and opportunities to improve academically and for parents to help meet their student's social emotional needs. We did experience an increased participation rate for volunteering, but struggled with providing a hard copy of the Parent/Student Handbook (electronic version only).

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

Action 1 - Parent Involvement Classes and Fingerprinting - EBCA will continue to hold monthly parent meetings and provide opportunities for parents to get involved at school. We will not be contracting with the Fresno County Office of Education for the 2023-24 school year. We will be providing all the classes and determining the topics internally, and facilitated by EBCA staff.

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.

Goals and Actions

Goal

Goal #	Description
3	All students, including all student groups, will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school climate.

An explanation of why the LEA has developed this goal.

This goal was developed to promote a safe and healthy environment at Edison Bethune Charter Academy (EBCA) to increase the social, emotional and academic success of all students, including Low Income, and English Learner Students. The action and metrics associated with this goal were chosen specifically to target and improve to social, emotional and academic performance of all students by improving the school environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	95% Data Year: 2020-21 Data Source: P-2 Report of Attendance	89.43% Data Year: 2021-22 Data Source: P-2 Report of Attendance	91.17% Data Year: 2022-23 Data Source: P-2 Report of Attendance		96% Data Year: 2023-24 Data Source: P-2 Report of Attendance
Chronic Absenteeism	14.6% Data Year: 2019-20 Data Source: CALPADS EOY3	33.53% Data Year: 2020-21 Data Source: CALPADS EOY3	45.59% Data Year: 2021-22 Data Source: CALPADS EOY3		12% Data Year: 2022-23 Data Source: CALPADS EOY3
Suspension Rate	1.4% Data Year: 2019-20 Data Source: Data Quest	0.0% Data Year: 2020-21 Data Source: Data Quest	7.8% Data Year: 2021-22 Data Source: Data Quest		1% Data Year: 2022-23 Data Source: Data Quest
Expulsion Rate	0% Data Year: 2019-20	0% Data Year: 2020-21	0% Data Year: 2021-22		Below 1% Data Year: 2019-20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Data Quest	Data Source: Data Quest	Data Source: Data Quest		Data Source: Data Quest
Sense of Safety and School Connectedness	Students: 67% Parents: 79% Teachers: 88% Data Year: 2020-21 Data Source: Local Survey	Students: 81% Parents: 80% Teachers: 81% Data Year: 2021-22 Data Source: Local Survey	Students: TBD Parents: TBD Teachers: TBD Data Year: 2022-23 Data Source: Local Survey		Students: 87% Parents: 87% Teachers: 90% Data Year: 2023-24 Data Source: Local Survey
Facilities Maintained in Good Repair	All facilities met good repair Data Year: 2020-21 Data Source: Dashboard Fall 2021	All facilities met good repair Data Year: 2021-22 Data Source: Dashboard Fall 2022	All facilities met good repair Data Year: 2022-23 Data Source: Dashboard Fall 2023		All facilities met good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance Support Staff	Low Income, and English Learners' academic performance is dependent on attending school regularly based on local benchmark results, state testing outcomes, teacher input, and educational partner feedback. In addition, EBCA's data noted in the metric sections within the LCAP show that Low-income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students. Based on local experience EBCA knows that when students attend school regularly, we see an increase in academic performance, attendance rates, and student behavior. To meet these needs, EBCA will continue to provide attendance support staff to encourage students to be in school and on time, while also encouraging parent and community engagement in school activities. This action focuses on the needs of our Low Income, and English Learners, by providing	\$217,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students support, guidance, and encouragement to attend school regularly, and providing parents with the necessary information to actively participate in their student's education. It is our expectation that providing attendance support staff will better support the needs of our Low Income, and English Learners, by increasing attendance, and academic performance, and reducing suspension rates. This action is designed to meet the needs most associated with Low-income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.		
3.2	Athletic Programs	Low-income, and English Learner students benefit from participation in extracurricular athletic programs based on survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, and sense of safety and school connectedness, and improved classroom behavior. To address these metrics, EBCA will provide extracurricular athletic programs for students in grades 5 and 6. Funds will be used to pay coaching stipends, uniforms, equipment, and transportation. Based on local experience, when EBCA students have participated in extracurricular sports, they have demonstrated improved attendance, reduced chronic absenteeism, improved sense of safety and school connectedness, and improved classroom behavior. This action will allow Low Income, and English Learner, to spend more time on campus with adult coaches to increase physical activity, social skills, positive communication, accountability, sportsmanship, perseverance; all skills related to improved social-emotional health. It is our expectation that providing an athletic program will better support the needs of our Low Income, and English Learners, by increasing attendance, chronic absenteeism, sense of safety and school connectedness, and improved attendance. This action is designed to meet the needs most associated with Low-income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Licensed Vocational Nurse (LVN)	Health and safety are important for Low-income, and English Learner students based on survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, and a sense of safety in school. To address these metrics, EBCA will maintain salaries, benefits, and medical supplies for two Licensed Vocational Nurses (LVN's). Additionally, a small percentage of this expense provides contracted nursing services for student screening. Based on local experience, educational partners feel safer and more likely to send their students to school as a result of medical providers. This action will allow Low Income, and English Learner, to spend more time on campus knowing that health and safety guidelines are being implemented by medical experts and prevent students from immediately being sent home by other staff when various symptoms are present. It is our expectation that providing Licensed Vocational Nurses will better support the needs of our Low Income, and English Learner, by increasing attendance, reducing chronic absenteeism, and increasing their sense of safety and school connectedness. This action is designed to meet the needs most associated with Low-income, and English Learner, however, because all students will benefit this action is being provided on an LEA-wide basis.	\$195,000.00	Yes
3.4	Grade Level Field Trips	Low-income, and English Learner students benefit from participation in educational field trips based on survey responses, attendance reports, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, and sense of safety and school connectedness, and improved classroom behavior. To address these metrics, EBCA will provide educational field trips for students in each grade level. Funds will be used to pay for transportation, admission, and registration fees. This expense includes sixth-grade camp for all sixth graders. Based on local experience, when EBCA students have participated in field trips, they have demonstrated improved attendance, reduced chronic absenteeism, improved sense of safety and school connectedness, and improved classroom behavior. This action will allow Low Income, and English Learner, to participate in diverse educational settings that	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		include but are not limited to: museums, the zoo, river parkways, and science camp. It is our expectation that educational field trips will better support the needs of our Low Income, and English Learners, aby increasing attendance, chronic absenteeism, sense of safety and school connectedness, and improved attendance. This action is designed to meet the needs most associated with Low-income, and English learners, however, because all students will benefit this action is being provided on an LEA-wide basis.		
3.5	Noon Time Assistant Supervision	Health and safety are important for Low-income, and English Learner students based on survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, reduced suspension rates, and a sense of safety in school. To address these metrics, EBCA will maintain salaries, benefits, for Noon Time Supervision staff and playground equipment and games. This action will provide Low Income, and English Learner, noon time supervision and a safe environment for students to have safe physical activity during their lunch recess, allowing them to focus during class time. Supervision by noontime assistants helps prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school. It is our expectation that providing noon time supervision and activities during lunch time will better support the needs of our Low Income, and English Learner, by increasing attendance, reducing chronic absenteeism, reducing suspension rates, and increasing their sense of safety and school connectedness. This action is designed to meet the needs most associated with Low-income, and English Learner, however, because all students will benefit this action is being provided on an LEA-wide basis..	\$40,000.00	Yes
3.6	Facilities and Operational Expense	Facilities Lease Expense, and other operating expenses such as repairs and maintenance, insurance and utilities.	\$1,251,855.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Positive Behavior/Attendance Incentives	School safety and student behavior are important priorities for Low-income, and English Learner students based on EBCA attendance and discipline outcomes, local benchmarks, survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, reduced suspension rates, and a sense of safety in school. To address these metrics, EBCA will continue to use restorative justice models of Discipline that restores, and Time to Teach, and Positive Behavior Incentives. In addition, we will also provide Positive Discipline training to teachers. Funds will be spent on individual and class recognition for improved attendance, behavior or academic metrics. This action will provide Low Income, and English Learner, incentives to be on time for school daily, practice positive behavior, and improved local benchmarks. EBCA has found that attendance and behavior incentives prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school. It is our expectation that providing attendance, behavior, and academic incentives will better support the needs of our Low Income, and English Learner, by encouraging them to increase attendance, reduce chronic absenteeism, reduce behavior that impacts suspension rates, and promote a school environment that increases their sense of safety and school connectedness. This action is designed to meet the needs most associated with Low-income, and English Learner, however, because all students will benefit this action is being provided on an LEA-wide basis.	\$55,000.00	Yes
3.8	Student Information System - Aeries	We will continue to use our student information system – Aeries. The system will help to better track our student's information according to the California requirements.	\$9,000.00	No
3.9	Alternative to Suspension Teacher	School safety and school connectedness are important priorities for Low-income, and English Learner students based on EBCA attendance and discipline outcomes, survey responses, teacher input, and educational partner feedback. Benefits include increased	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance, reduced chronic absenteeism, reduced suspension rates, and a sense of safety in school. To address these metrics, EBCA will provide salary and benefits for a certificated staff member to provide an alternative for on campus suspension and to reduce off campus suspension. This action will provide Low Income, and English Learner, mentoring, while promoting a safe environment for students by providing behavior intervention and prevention, conflict resolution, and opportunities for students to develop problem-solving skills. EBCA has the expectation having this teacher on campus can help to prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school. It is our expectation that providing an teacher to oversee students with behavior issues will better support the needs of our Low Income, and English Learner, by increasing attendance, reducing chronic absenteeism, reducing suspension rates, and increasing their sense of safety and school connectedness. This action is designed to meet the needs most associated with Low-income, and English Learner, however, because all students will benefit this action is being provided on an LEA-wide basis.		
3.10	School Counselor	School safety and school connectedness are important priorities for Low-income, and English Learner students based on EBCA attendance and discipline outcomes, survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, reduced suspension rates, and a sense of safety in school. To address these metrics, EBCA will provide salary and benefits for a School Counselor. This counselor will provide group and individual behavior counseling, oversee the implementation of SEL curriculum, and provide professional development for teachers in student behavior intervention. This action will provide Low Income, and English Learner, a designated Counselor to promote a safe environment for students through interventions. Based on educational partner feedback, a full-time school counselor will meet the increased social-emotional needs of EBCA students. It is our expectation that providing a school counselor will better support the needs of our Low Income, and English Learner, as evidenced by	\$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased attendance, reduced chronic absenteeism, reduced suspension rates, and increased sense of safety and school connectedness. This action is designed to meet the needs most associated with Low-income, and English Learner, however, because all students will benefit this action is being provided on an LEA-wide basis.		
3.11	Transportation	Low Income, and English Learners at EBC have lower attendance rates and higher rates of chronic absenteeism than the general student body. Based on teacher input, and educational partner feedback, transportation is a barrier for some students making it to school daily and on time. Based on local experience EBCA knows that when students attend school regularly and on time, we see an increase in academic performance, attendance rates, and student behavior. EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation. Southwest will develop the routes based on the addresses of Low Income, and English Learners. It is our expectation that providing home-to-school transportation will better support the needs of our Low Income, and English Learners, by increasing attendance and reducing chronic absenteeism. This action is designed to meet the needs most associated with Low-income, and English learners and their families, however, because all students will benefit, this action is being provided on an LEA-wide basis.	\$50,000.00	Yes
3.12	School Safety	School safety and school connectedness are important priorities for our Low-income, and English Learner students based on survey responses, teacher input, and other educational partner feedback. Educational partners have stated that an improved sense of safety will increase attendance, thereby reducing chronic absenteeism, and increasing the sense of safety in school. To increase school safety, EBCA will make improvements to the campus in order to provide a safer environment for staff and students. Expenditures include but are not limited to: adding external fencing to complete fencing around the	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		entire campus, incorporating a locking system controlled by office staff, and other measures to minimize unauthorized access to the campus. The expectation as a result of this action will be to improve security and safety of students and staff. In addition, parents who visit the campus will see the improvements and feel better about the overall safety of their students on campus. It is our expectation that enhancing campus safety will improve student and parent sense of safety, thereby eliminating safety as a deterrent for school attendance. Based on educational partner feedback, this action is designed to meet the needs most associated with Low-income, and English Learner, however, because all students will benefit from this action, it is being provided on an LEA-wide basis.		

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Edison Bethune Charter Academy (EBCA) used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress in meeting the following goal: All students, including all student groups, will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school climate.

Action(s): 1 - Attendance Support Staff; 3 – Licensed Vocational Nurse (LVN); 5 - Noon Time Assistant Supervision; and 6 - Instructional Support Staff, 9 - Student Mentor/Supervision, 10 - School Counselor

Implementation Status: Initial implementation. EBCA is working hard to make sure that we have sufficient staffing in both certificated staff and classified staff to support our students, specifically in our support roles. We have worked hard to provide our students and staff access to LVN nurses who can provide the best health care and keep everyone safe. We have also hired a School Counselor who has been able to work directly with students to provide social emotional support to all students. In addition, our other supporting staff that help keep our school running smoothly are our attendance support staff, our Noon Time Assistants and our Student Mentor. These staff members play a direct role in helping our students feel safe and supported, as well as help everything run smoothly.

No substantive difference in the planned action compared to the actual implementation.

Action(s): 2 – Athletic Programs, 4 - Grade Level Field Trips, 7 - Positive Behavior/Attendance Incentives

Implementation Status: Initial implementation

EBCA has been able to implement the actions as planned. We want to provide students with a safe environment and activities that support improved attendance, and school connectedness. We also want to provide our students with an opportunity to participate in field trips to places they may not otherwise have access to. We are also working diligently to provide resources and training for positive discipline practices which we will implement in the upcoming school year.

No substantive difference in the planned action compared to the actual implementation.

Action(s): 6 – Facilities and Operational Expense, 8 - Student Information System - Aeries, 11 - Transportation, 12 - School Safety

Implementation Status: Initial implementation

EBCA has been able to implement the action as planned. These actions have to do with overall school operations, and maintaining the best positive environment for student learning. Our school safety project was delayed, and we hope to have the project completed in the next school year.

No substantive difference in the planned action compared to the actual implementation.

Overall Successes: EBCA providing additional support positions such as the School Counselor, and School Nurses (LVN) was a huge success, and we experienced a lot of positive feedback from our community related to these services available for our students' health and social emotional health.

Overall Challenges: EBCA experienced difficulty hiring additional support staff for all the positions, therefore, under spending the budget has been reflected. We also were not able to start a facility modernization for safety in the front of the school, which we hope to have completed in the next school year.

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

Action(s): 1 - Attendance Support Staff, 3 - Licensed Vocational Nurse (LVN), 5 - Noon Time Assistants Supervision (NTA), 9 - Student Mentor/Supervision, and 10 - School Counselor - Our salaries and benefits expense was under spent by \$40,247 (Action 1), \$24,785 (Action 3), \$60,546 (Action 5), \$26,383 (Action 9), and \$40,657 (Action 10). This was largely due to being able to hire staff for all the available positions we have budgeted for. In addition, we were able to fund salary expenses for the year out of one time funds. We have allocated funds to maintain those positions for future years. We have increased our salary schedule to help retain and hire more staff for the next school year.

Action 4 - Grade Level Field Trips - We were able to send each of our grade levels on fun and educational trips. The total cost came under budget by \$48,692. We are going to be working on sending each grade level on 2 field trips next year.

Action 6 - Facilities and Operational Expenses - This budget was miscalculated for the 2022-23 school year. It was doubled on accident. Although, with the increase in cost of purchasing normal operating expenses, we were still under budget by \$664,845.

Action 7 - Positive Behavior/Attendance Incentives - This program continues to evolve as we try to think of new and better ways to have good behavior and good attendance, we will use the budget for this that was under spent by \$31,325 to help improve our indicators for the 2023-24 school year. Our dashboard has indicated our increases related to chronic absenteeism and suspension, so we will be paying even more attention to providing incentives to these areas.

Action 11 - Transportation - The transportation costs came in under budget by \$64,435. It was the expectation in 2022-23 to try and add an additional bus or bus route and uncertainty related to the rise in gas costs, and we did not add the additional bus or route due to interest from our students and parents that are not already on the bus.

Action 12 - School Safety - School safety is a big area for our educational partners and our staff and students. We anticipated a facility improvement project that will not be started until 2023-24, therefore the budget was underspent by \$85,715. This will be carried forward to the next school year to ensure we have the safest campus possible.

An explanation of how effective the specific actions were in making progress toward the goal.

EBCA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. ?

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The actions outlined in Goal Three supported the progress in meeting the following goal: All students, including all student groups, will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school climate.

Action(s): 1 - Attendance Support Staff; 3 – Licensed Vocational Nurse (LVN); 5 - Noon Time Assistant Supervision; and 6 - Instructional Support Staff, 9 - Alternative to Suspension Teacher, 10 - School Counselor

Effectiveness of Action(s): Somewhat Effective ?

Metric(s): Attendance Rate, Chronic Absenteeism, Suspension Rate, Expulsion Rate, Sense of Safety and School Connectedness, and Facilities in Good Repair

Analysis: Actions 1, 3, 5, 6, 9, and 10 were somewhat effective in making progress toward the goal of improving school attendance rates and overall school climate. The actions mainly related to personnel costs associated with providing a healthy and safe environment for students social, emotional and academic success. All of the employees who work in these support roles help our school to function regularly, and help provide students with resources to help them succeed in school. We did have some success related to increased attendance rate, but also saw an increase in the percentage of chronic absenteeism which we will need to work on next year. As a result of feedback from our educational partners, we will be hiring an Alternative to Suspension Teacher to help with discipline and improve behavior and attendance.

Action(s): 2 – Athletic Programs, 4 - Grade Level Field Trips, 7 - Positive Behavior/Attendance Incentives

Effectiveness of Action(s): Somewhat Effective

Metric(s): Attendance Rate, Chronic Absenteeism, Suspension Rate, Expulsion Rate, Sense of Safety and School Connectedness, and Facilities in Good Repair

Analysis: Actions 2, 4, and 7 were somewhat effective in making progress toward the goal of improving school attendance rates and overall school climate. EBCA provided our students with athletics and grade level field trips throughout the school year. Students were grateful for the opportunity to participate in sports again, and to be able to go on field trips after so long due to COVID. We did struggle with behavior management though with an increase in the suspension rate and will be bringing additional training to staff related to positive discipline.

Action(s): 6 – Facilities and Operational Expense, 8 - Student Information System - Aeries, 11 - Transportation, 12 - School Safety

Effectiveness of Action(s): Somewhat Effective

Metric(s): Attendance Rate, Chronic Absenteeism, Suspension Rate, Expulsion Rate, Sense of Safety and School Connectedness, and Facilities in Good Repair

Analysis: Actions 6, 8, 11 and 12 were somewhat effective in making progress toward the goal of improving school attendance rates and overall school climate. EBCA works diligently to provide a safe and clean school environment - which is monitored by our Facilities in Good Repair report annually. We also use our student information system - Aeries to help track attendance and behavior, such as suspensions. This allows us to make all the necessary reports to the state and our County Office as well as being able to monitor students with attendance issues. We have also experienced an increase in participation on our bus routes, which has increased our attendance percentage and reduced some of our chronically absent students. We have also been diligently working on our school safety, by bringing training and supplies to our staff related active shooters and emergency preparedness. Our plans to update the site for school safety have been delayed until next school year. Our expectation is that this will help our students, staff and community feel safe at school.

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

Action 7 - Positive Behavior/Attendance Incentives - We will be bringing resources related to Positive Discipline and professional development to help train the staff on how to use these techniques to help students. We intend to increase our efforts related to improving attendance and behavior as we review our dashboard metrics of increase in chronic absenteeism and suspensions. We plan to increase recognition related to improved attendance and behavior through field trips, fun incentives and assemblies especially for students making progress in these areas.

Action 9 - Student Mentor/Supervision - Now: Alternative to Suspension Teacher - we have changed the title to reflect an adjustment to this action. Instead of hiring a Student Mentor - which is a classified position, we will be working on hiring a Teacher to provide an alternative to on campus suspension and to help reduce off campus suspensions. We believe that this position will be able to help give those students who are having trouble in their class an alternative while they work through their consequences. We also adjusted the budget for this action to reflect salary and supplies for this position.

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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.

Goals and Actions

Goal

Goal #	Description
4	All English Learners (EL) will excel in English Language Acquisition and have access to appropriate English Language Development (ELD) Instruction.

An explanation of why the LEA has developed this goal.

This goal was developed to assist English Learners with making progress toward English proficiency at Edison Bethune Charter Academy (EBCA). The data shows a need to increase the English proficiency of EL students, and increase the EL reclassification rate overall. The action and metrics associated with this goal were chosen specifically to target and improve English Proficiency and academic performance of EL students while closing the achievement gaps. The metrics will illustrate the year to year growth of both EL students and Reclassified students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency	40% Data Year: Spring 2019 & 2020 Data Source: Summative ELPAC/2019-20	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- 6.6% Level 3- 26.42% Level 2- 36.79% Level 1- 30.19% Data Year: 2021 Data Source: ELPAC *Updated the Metric to Reflect the Level Data	ELPAC Level 4- 15.46% Level 3- 26.80% Level 2- 31.96% Level 1- 25.77% Data Year: 2022 Data Source: ELPAC Dashboard - 59% EL making progress		ELPAC Level 4- 15% Level 3- 35% Level 2- 35% Level 1- 15% Data Year: 2023-24 Data Source: ELPAC Data Year: Spring 2022 & 2023 Data Source: Summative ELPAC/2022-23 *Updated the Metric to Reflect the Level Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	13.2% Data Year: 2019-20 Data Source: Data Quest	7.7% - (Due to pandemic) Data Year: 2020-21 Data Source: Data Quest *Updated the Metric to Reflect the Data Quest	6.4% Data Year: 2021-22 Data Source: Data Quest		21% Data Year: 2022-23 Data Source: Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELD Classroom Observation	Edison Bethune Charter Academy completed a comprehensive needs assessment, including feedback from parents and teachers and analysis of individual EL ELPAC and reclassification data. The results indicated that our English Learners require additional support in the areas of writing and reading comprehension. It is in the LEA's experience that our EL students benefit from supplemental one-on-one and small group instruction that addresses each EL students' unique needs. To address our English Learner outcomes, this action will fund 20% of the Director of Curriculum and Instruction salary and benefits. Additionally, EBCA will provide a stipend for an EL Coordinator position. This action will provide English Learner students two staff members who will promote their progress towards English language proficiency by: Administering ELPAC, analyzing ELPAC and local assessment data, providing support for teachers of English learners, and overseeing the implementation of a new EL assessment system. EBCA has found that a comprehensive support system for English Learners has improved student reclassification rates, and academic progress for English Learners. It is our expectation that providing support staff to support the EL instructional program will increase ELPAC outcomes and improve the EL reclassification rate.	\$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is designed to meet the needs most associated with students who are English Learners.		
4.2	EL Intervention Programs and Library Resources	Edison-Bethune Charter Academy's ELPAC, ELD, and Reclassification outcomes have shown that there is a need for increased support for our students who are English Learners. English Learners represent about twenty percent of EBCA students. To address our English Learner outcomes, this action will continue to fund a library clerk, library books, supplies, and online assessment systems. This action will provide English Learner students access to a library technician, books, and supplies, and assessment systems to promote literacy and monitor progress towards English language proficiency. EBCA has found in the past that library resources, and a comprehensive local assessment system for English Learners has improved student reclassification rates, and academic progress for English Learners. It is our expectation that providing such support to students who are English Learners will increase ELPAC outcomes and improve the EL reclassification rate. This action is designed to meet the needs most associated with students who are English Learners.	\$77,000.00	Yes
4.3	Teachers Provide ELD Instruction	Edison-Bethune Charter Academy's ELPAC, ELD, and Reclassification outcomes have shown that there is a need for increased instructional support for our students who are English Learners. English Learners represent about twenty percent of EBCA students. To address our English Learner outcomes, EBCA will continue to implement a comprehensive ELD instructional program that includes both Designated and Integrated instruction services. The instructional program will include staff for student deployment, instructional materials, and professional learning. This action will provide English Learner students an instructional program designed to promote literacy and progress towards English language proficiency. EBCA has found in the past that a comprehensive instructional program for English Learners has improved student reclassification rates, and academic progress for English Learners. It is our	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expectation that providing such a program to students who are English Learners will increase ELPAC outcomes and improve the EL reclassification rate. This action is designed to meet the needs most associated with students who are English Learners.		

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Edison Bethune Charter Academy (EBCA) used the following rating scale to determine its progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress in meeting the following goal: All English Learners (EL) will excel in English Language Acquisition and have access to appropriate English Language Development (ELD) Instruction.

Action(s): 1 - ELD Classroom Observation; 2 – EL Intervention Programs and Library Resources; 3 - Teachers Provide ELD Instruction
Implementation Status: Initial implementation. EBCA is working to meet the needs of all our English Learners (EL) through dedicated English Language Development, and with the help of administration performing ELD classroom observation and providing feedback in order improve instruction for all students, we have been able to see an increase in our Level 4 ELPAC scores and a decrease in our Level 1 scores. In addition we continue to provide literary support and opportunities in our school library, by providing a library clerk, library books, and online assessment systems to assist our EL students in improving their comprehension.
No substantive difference in the planned action compared to the actual implementation.

Overall Successes: EBCA saw significant growth in our Level 4 scores on the ELPAC and a decrease in our Level 1 scores. We are excited about the progress students are making, and expect to see several reclassifications in the next school year.

Overall Challenges: EBCA's reclassification rate took a slight decrease, and we will be working diligently to continue to work with students to get them ready to be reclassified.

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

Action 2 - EL Intervention Programs and Library Resources - EBCA has an amazing library and continues to look for new and updated books and resources. We maintained our Librarian, and assessment systems such as Accelerated Reader and STAR reading to our students, the budget was underspent by \$80,397. We will continue to look for ways to help provide intervention programs and library resources for the 2023-24 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

EBCA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and metrics. Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective. ?

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The actions outlined in Goal Four supported the progress in meeting the following goal: All English Learners (EL) will excel in English Language Acquisition and have access to appropriate English Language Development (ELD) Instruction.

Action(s): 1 - ELD Classroom Observation; 2 – EL Intervention Programs and Library Resources; 3 - Teachers Provide ELD Instruction

Effectiveness of Action(s): Somewhat Effective ?

Metric(s): EL students making progress toward English Proficiency, and EL Reclassification Rate

Analysis: Actions 1, 2, and 3 were somewhat effective in making progress toward the goal that all English Learners (EL) will excel in English Language Acquisition and have access to appropriate English Language Development (ELD) Instruction. We did see improvement in the percentage increase of Level 4 and the decrease in the percentage of Level 1 scores on the ELPAC. The strategy of daily ELD instruction has helped our students make progress and we hope to see an increase in our reclassification rate in the next school year.

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

No changes to Goal 4, metrics or desired outcomes.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,663,568	\$199,613

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
40.50%	14.82%	\$562,682.10	55.32%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested

partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

Goal.Action, Action Title

1.2, Intervention Tutoring, Collaboration and Broad Course of Study

1.3, Technology Resources

1.4, Curriculum & Instruction Director

1.6, Assessment System

1.7, Instructional Support Staff

2.1, Parent Involvements Classes

2.3, Parent Communication System

3.1, Attendance Support Staff

3.2, Athletic Programs

3.3, Licensed Vocational Nurse (LVN)

3.4, Grade Level Field Trips

3.5, Noon Time Assistant Supervision

3.7, Positive Attendance/Behavior Incentives

3.9, Alternative to Suspension Teacher

3.10, School Counselor

3.11, Transportation

3.12, School Safety

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Edison Bethune Charter Academy has demonstrated it has exceeded the 40.50% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 40.50% proportionality percentage based on the contributing actions/services in this plan. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal.Action, Action Title

4.1, ELD Classroom Observation

4.2, EL Intervention Programs and Library Resources

4.3, Teachers provide daily ELD Instruction

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.

Goal 3, Action 9 - Alternative to Suspension Teacher - We will be creating a position for a full time on campus Mentor/Supervisor to work directly with students related to their social and emotional needs, as well as to provide support to staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,555,145.00	\$472,000.00	\$153,000.00	\$995,855.00	\$7,176,000.00	\$5,167,645.00	\$2,008,355.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Retain/Hire Staff	All	\$2,368,645.00	\$265,000.00	\$153,000.00	\$315,000.00	\$3,101,645.00
1	1.2	Intervention Tutoring, Collaboration and Broad Course of Study	English Learners Foster Youth Low Income	\$355,000.00				\$355,000.00
1	1.3	Technology Resources	English Learners Foster Youth Low Income	\$280,000.00			\$135,000.00	\$415,000.00
1	1.4	Curriculum & Instruction Director	English Learners Foster Youth Low Income	\$180,000.00				\$180,000.00
1	1.5	Assessment Systems	English Learners Foster Youth Low Income	\$7,500.00				\$7,500.00
1	1.6	Instructional Support Staff	English Learners Foster Youth Low Income	\$240,000.00	\$152,000.00		\$120,000.00	\$512,000.00
2	2.1	Parent Involvement Classes and Fingerprinting	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.2	Parent/Student Handbook	All	\$5,000.00				\$5,000.00
2	2.4	Parent Communication	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
3	3.1	Attendance Support Staff	English Learners Foster Youth Low Income	\$125,000.00			\$92,000.00	\$217,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Athletic Programs	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
3	3.3	Licensed Vocational Nurse (LVN)	English Learners Foster Youth Low Income	\$125,000.00			\$70,000.00	\$195,000.00
3	3.4	Grade Level Field Trips	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.5	Noon Time Assistant Supervision	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
3	3.6	Facilities and Operational Expense	All	\$1,000,000.00			\$251,855.00	\$1,251,855.00
3	3.7	Positive Behavior/Attendance Incentives	English Learners Foster Youth Low Income	\$55,000.00				\$55,000.00
3	3.8	Student Information System - Aeries	All	\$9,000.00				\$9,000.00
3	3.9	Alternative to Suspension Teacher	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
3	3.10	School Counselor	English Learners Foster Youth Low Income	\$75,000.00	\$55,000.00			\$130,000.00
3	3.11	Transportation	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
3	3.12	School Safety	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
4	4.1	ELD Classroom Observation	English Learners	\$45,000.00				\$45,000.00
4	4.2	EL Intervention Programs and Library Resources	English Learners	\$65,000.00			\$12,000.00	\$77,000.00
4	4.3	Teachers Provide ELD Instruction	English Learners	\$150,000.00				\$150,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,107,577	\$1,663,568	40.50%	14.82%	55.32%	\$2,172,500.00	0.00%	52.89 %	Total:	\$2,172,500.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$195,000.00
								Schoolwide Total:	\$1,977,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Intervention Tutoring, Collaboration and Broad Course of Study	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$355,000.00	0%
1	1.3	Technology Resources	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$280,000.00	0%
1	1.4	Curriculum & Instruction Director	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	0%
1	1.5	Assessment Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	0%
1	1.6	Instructional Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$240,000.00	0%
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Parent Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	0%
3	3.1	Attendance Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	0%
3	3.2	Athletic Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 5th and 6th Grade students	\$40,000.00	0%
3	3.3	Licensed Vocational Nurse (LVN)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	0%
3	3.4	Grade Level Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
3	3.5	Noon Time Assistant Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	0%
3	3.7	Positive Behavior/Attendance Incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	0%
3	3.9	Alternative to Suspension Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
3	3.10	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	0%
3	3.11	Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	0%
3	3.12	School Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	0%
4	4.1	ELD Classroom Observation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$45,000.00	0%

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 (%)
4	4.2	EL Intervention Programs and Library Resources	Yes	Schoolwide	English Learners	All Schools	\$65,000.00	0%
4	4.3	Teachers Provide ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$150,000.00	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,377,584.00	\$5,412,067.00

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	1.1	Retain/Hire Staff	No	\$3,000,000.00	2463188
1	1.2	Intervention Tutoring, Collaboration and Broad Course of Study	Yes	\$350,000.00	345682
1	1.3	Technology Resources	Yes	\$500,000.00	328231
1	1.4	Curriculum & Instruction Director	Yes	\$150,000.00	150000
1	1.5	Assessment Systems	Yes	\$7,500.00	7500
1	1.6	Instructional Support Staff	Yes	\$400,000.00	326951
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$25,000.00	16530
2	2.2	Parent/Student Handbook	No	\$5,000.00	1568
2	2.4	Parent Communication	Yes	\$10,000.00	4557
3	3.1	Attendance Support Staff	Yes	\$250,000.00	209752

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)
3	3.2	Athletic Programs	Yes	\$30,000.00	24912
3	3.3	Licensed Vocational Nurse (LVN)	Yes	\$170,000.00	145215
3	3.4	Grade Level Field Trips	Yes	\$100,000.00	51308
3	3.5	Noon Time Assistant Supervision	Yes	\$100,000.00	39453
3	3.6	Facilities and Operational Expense	No	\$1,515,084.00	850239
3	3.7	Positive Behavior/Attendance Incentives	Yes	\$50,000.00	18675
3	3.8	Student Information System - Aeries	No	\$5,000.00	8488
3	3.9	Student Mentor/Supervision	Yes	\$60,000.00	33617
3	3.10	School Counselor	Yes	\$140,000.00	99343
3	3.11	Transportation	Yes	\$100,000.00	35564
3	3.12	School Safety	Yes	\$100,000.00	14284
4	4.1	ELD Classroom Observation	Yes	\$35,000.00	35000

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)
4	4.2	EL Intervention Programs and Library Resources	Yes	\$150,000.00	69603
4	4.3	Teachers Provide ELD Instruction	Yes	\$125,000.00	132407

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,549,061.00	\$2,232,500.00	\$1,550,433.00	\$682,067.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Intervention Tutoring, Collaboration and Broad Course of Study	Yes	\$350,000.00	345565	0%	
1	1.3	Technology Resources	Yes	\$250,000.00	225451	0%	
1	1.4	Curriculum & Instruction Director	Yes	\$150,000.00	150000	0%	
1	1.5	Assessment Systems	Yes	\$7,500.00	7500	0%	
1	1.6	Instructional Support Staff	Yes	\$255,000.00	143127	0%	
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$25,000.00	16530	0%	
2	2.4	Parent Communication	Yes	\$10,000.00	4557	0%	
3	3.1	Attendance Support Staff	Yes	\$185,000.00	110986	0%	
3	3.2	Athletic Programs	Yes	\$30,000.00	20605	0%	
3	3.3	Licensed Vocational Nurse (LVN)	Yes	\$100,000.00	75531	0%	
3	3.4	Grade Level Field Trips	Yes	\$100,000.00	51308	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Noon Time Assistant Supervision	Yes	\$80,000.00	22993	0%	
3	3.7	Positive Behavior/Attendance Incentives	Yes	\$50,000.00	18268	0%	
3	3.9	Student Mentor/Supervision	Yes	\$60,000.00	33617	0%	
3	3.10	School Counselor	Yes	\$80,000.00	49716	0%	
3	3.11	Transportation	Yes	\$100,000.00	35564	0%	
3	3.12	School Safety	Yes	\$100,000.00	14008	0%	
4	4.1	ELD Classroom Observation	Yes	\$35,000.00	35000	0%	
4	4.2	EL Intervention Programs and Library Resources	Yes	\$140,000.00	57701	0%	
4	4.3	Teachers Provide ELD Instruction	Yes	\$125,000.00	132406	0%	

2022-23 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)
\$3,795,788	\$1,549,061.00	14.86%	55.67%	\$1,550,433.00	0.00%	40.85%	\$562,682.10	14.82%

Instructions

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[Engaging Educational Partners](#)

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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).

California Department of Education
January 2022