



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

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

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: Local Indicators June 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: Local Indicators June 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 Development (ELD) standards	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	Initial Implementation & Sustainability Data Year: 2023-24 Data Source: Local Indicators June 2023	Correction: Full Implementation & Sustainability Data Year: 2023-24 Data Source: Dashboard Fall 2024
CAASPP ELA	ADJUSTED TO REFLECT ACTUAL DATA: Data Year: 2020-21	Data Year: 2020-21 Data Source: CAASPP Scores	Data Year: 2021-22 Data Source: CAASPP Scores	Data Year: 2022-23 Data Source: CAASPP Scores	Data Year: 2023-24 Data Source: CAASPP Scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards: All Students All Grades: 22.33% Limited Income: 21.96% English Learners: 11.43% Foster Youth: Less than 11 students	Total Percentage of Students who met or exceeded standards: All Students All Grades: 22.33% Limited Income: 21.96% English Learners: 11.43% Foster Youth: Less than 11 students	Total Percentage of Students who met or exceeded standards: All Students All Grades: 31.65% Limited Income: 30.57% English Learners: 13.85% Foster Youth: Less than 11 students	Total Percentage of Students who met or exceeded standards: All Students All Grades: 31.03% Limited Income: 30.74% English Learners: 14.29% Foster Youth: Less than 11 students	Total Percentage of Students who met or exceeded standards: All Students All Grades: 32% Limited Income: 32% English Learners: 21% Foster Youth: Less than 11 students
CAASPP Math	ADJUSTED TO REFLECT ACTUAL DATA: Data Year: 2020-21 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards: All Students All Grades: 11.25% Low Income: 11.07% English Learners: 7.04%	Data Year: 2020-21 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards: All Students All Grades: 11.25% Low Income: 11.07% English Learners: 7.04% Foster Youth: Less than 11 students	Data Year: 2021-22 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards: All Students All Grades: 21.22% Low Income: 21.13% English Learners: 10.77% Foster Youth: Less than 11 students	Data Year: 2022-23 Data Source: Dataquest - CAASPP Scores Total Percentage of Students who met or exceeded standards: All Students All Grades: 23.37% Low Income: 23.36% English Learners: 14.28% Foster Youth: Less than 11 students	Data Year: 2023-24 Data Source: CAASPP Scores Total Percentage of Students who met or exceeded standards: All Students All Grades: 21.25% Low Income: 21.07% English Learners: 17.04% Foster Youth: Less than 11 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth: Less than 11 students				
Other Pupil Outcomes – STAR Reading	2019-20 - 2nd Quarter STAR – 1st Grade: 1.0 STAR – 2nd Grade: 2.1 STAR – 3rd Grade: 3.0 STAR – 4th Grade: 3.5 STAR – 5th Grade: 3.8 STAR – 6th Grade: 4.7	Data Year: 2021-22 Data Source: STAR Scores Based on 3rd Quarter Assessment: All Students All Grades: STAR – 1st Grade: 0.9 STAR – 2nd Grade: 1.7 STAR – 3rd Grade: 2.5 STAR – 4th Grade: 3.1 STAR – 5th Grade: 3.8 STAR – 6th Grade: 4.4 Low Income: STAR – 1st Grade: 0.9 STAR – 2nd Grade: 1.7 STAR – 3rd Grade: 2.5 STAR – 4th Grade: 3.3 STAR – 5th Grade: 3.9	Data Year: 2022-23 Data Source: STAR Scores Based on 3rd Quarter Assessment: All Students All Grades: STAR – 1st Grade: 1.3 STAR – 2nd Grade: 1.7 STAR – 3rd Grade: 2.8 STAR – 4th Grade: 3.1 STAR – 5th Grade: 3.2 STAR – 6th Grade: 4.4 Low Income: STAR – 1st Grade: 0.9 STAR – 2nd Grade: 1.7 STAR – 3rd Grade: 2.5 STAR – 4th Grade: 3.3 STAR – 5th Grade: 3.9	Data Year: 2023-24 Data Source: STAR Scores Based on 3rd Quarter Assessment: All Students All Grades: STAR – 1st Grade: 0.9 STAR – 2nd Grade: 2.4 STAR – 3rd Grade: 2.6 STAR – 4th Grade: 3.4 STAR – 5th Grade: 3.7 STAR – 6th Grade: 4.1 Low Income: STAR – 1st Grade: 0.9 STAR – 2nd Grade: 2.4 STAR – 3rd Grade: 2.6 STAR – 4th Grade: 3.4 STAR – 5th Grade: 3.7	Data Year: 2023-24 Data Source: STAR Scores Based on 3rd Quarter Assessment: STAR – 1st Grade: 1.7 STAR – 2nd Grade: 2.7 STAR – 3rd Grade: 3.7 STAR – 4th Grade: 4.7 STAR – 5th Grade: 5.7 STAR – 6th Grade: 6.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 – 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	STAR – 6th Grade: 4.1 English Learners: STAR – 1st Grade: 0.8 STAR – 2nd Grade: 2.3 STAR – 3rd Grade: 2.5 STAR – 4th Grade: 3.3 STAR – 5th Grade: 2.8 STAR – 6th Grade: 3.9 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	100% Access to a Broad Course of Study Data Source: Teacher lesson plans
(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	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	This metric has been discontinued - as we will be using Star Reading and Smarter Balance to measure - ELA progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA benchmark in 2020-21 due to limited instructional time. Data Source: Illuminate				
(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: All: 32% EL: 17% Low Income:32%	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% EL: 17% Low Income: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% EL: 69% Low Income:77%	Data Year: 2023-24 Data Source: Think Central ACTUAL: Met or Exceeded Standards: Kindergarten: All: 86% EL: 89% Low Income: 86% 1st Grade: All: 75% EL: 64% Low Income: 75% 2nd Grade: All: 74% EL: 60% Low Income:74%	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% 2nd Grade:(5%Growth) All: 37% EL: 22% Low Income:37%

Goal Analysis

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 1 supported the progress in meeting the following goal: Maximize achievement for all students and all subgroups.

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

Implementation Status: Full implementation and Sustainability. EBCA has solid human resource practices in regards to hiring and recruiting highly qualified staff. EBCA has procedures in place so staff receives professional development and time for collaboration to support the broad course of study offered to students. EBCA has procedures in place to provide staff the opportunity to tutor students after school. EBCA maintains a Curriculum and Instruction Director to support student and staff as well as our instructional support staff to provide intervention to students in need.

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

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

Implementation Status: Full implementation. EBCA provides every student a Chromebook and updated technology to make sure that they have access to digital assessments, digital curriculum, and other instructional resources housed on the internet. Local assessments in ELA and Math using the purchased assessments systems are given regularly throughout the school year to provide assessment data to drive instruction.

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

Overall Successes: To ensure this goal, EBCA hired highly qualified staff that received professional development and time for collaboration. The curriculum instruction director and instructional support staff provided support to the teaching staff which resulted in much needed support for EBCA students needing intervention. EBCA provided updated technology and devices so students were able to access the assessment systems and curriculum in order to provide data and instruction needed for student success.

Overall Challenges: Our main challenge is supporting students so we can get back to pre-Covid 19 achievement levels. This is obviously a nationwide challenge and we will continue to provide students with the instruction and intervention necessary to recover from that time period and surpass those levels.

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

Explanation of Material Differences:

Action 1 - Retain/Hire Staff and 6 - Instructional Support Staff- Our salaries and benefits expense was under spent by \$xxxxxx (Action 1) and \$xxxxxx (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 \$xxxxxx.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 Statement: Actions 1, 2, 4 and 6 were effective in making progress toward the goal of improving academic achievement.

EBCA filled all teaching assignments and vacancies and provided students with 100% Access to Standards Aligned Instructional Materials. Classroom observations and lesson plans further demonstrated effectiveness of teachers implementing CCSS and ELD strategies in their daily lessons.

Providing students with high-quality teachers and additional support staff who provided intervention, has led to an increase in CAASPP ELA scores of 9.7% overall of students meeting or exceeding standards. These actions also helped to increase our CAASPP Math scores of 10.0% overall of students meeting or exceeding standards.

Because this action was effective, as demonstrated by growth in both ELA and Math CAASPP scores, we will continue this action into the new three-year cycle.

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 Statement: Actions 3 and 5 were effective in making progress toward the goal of improving academic achievement. EBCA provided updated technology resources for our students to practice with while teachers assessed students and provide instruction through EBCA's assessment systems that are aligned with CCSS and ELD. These actions 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.

i-Ready has been purchased to add to our assessment programs to provide consistent data from Kindergarten to 6th grade which is also being used by our neighboring school districts. The plan is for i-Ready to take the place of Star Reading and Math Benchmarks for Kinder thru 2nd grade as a metric on our local accountability plan beginning the 2024-2025 school year.

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.

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	Initial Implementation Data Year: 2023-24 Data Source: Local Indicators June 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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): Action 1 - Parent Involvement Classes and Fingerprinting; Action 2 – Parent/Student Handbook; Action 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 Fall Dashboard.

Analysis Statement: 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, and provided a hard copy of the Parent/Student Handbook to each student.

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 did not be contract with the Fresno County Office of Education for the 2023-24 school year, opting to provide the parent involvement classes through our own staff. We will be continuing to provide all the classes and determining the topics internally, and facilitated by EBCA staff, and received positive feedback from parents who are participating.

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.

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	91.94% Data Year: 2023-24 Data Source: P-1 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	45.59% Data Year: 2022-23 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	5% Data Year: 2022-23 Data Source: Data Quest	1% Data Year: 2022-23 Data Source: Data Quest
Expulsion Rate	0% Data Year: 2019-20 Data Source: Data Quest	0% Data Year: 2020-21 Data Source: Data Quest	0% Data Year: 2021-22 Data Source: Data Quest	0% Data Year: 2022-23 Data Source: Data Quest	Below 1% Data Year: 2019-20 Data Source: Data Quest
Sense of Safety and School Connectedness	Students: 67% Parents: 79% Teachers: 88%	Students: 81% Parents: 80% Teachers: 81%	Parents: 95% Teachers: 76% Data Year: 2022-23	Students: No Survey Results as of 2/2024	Students: 87% Parents: 87% Teachers: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-21 Data Source: Local Survey	Data Year: 2021-22 Data Source: Local Survey	Data Source: Local Survey	Parents: No Survey Results as of 2/2024 Teachers: No Survey Results as of 2/2024 Data Year: 2023-24 Data Source: Local Survey	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: Facilities Inspection Tool	All facilities met good repair Data Year: 2023-24 Data Source: Dashboard Fall 2024

Goal Analysis

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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 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.

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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.

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- 16.50% Level 3- 33.77% Level 2- 29.40% Level 1- 20.33% Data Year: 2023 Data Source: ELPAC Dashboard - 58.2% 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
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	6.4% Data Year: 2021-22 Data Source: Data Quest	15% Data Year: 2023-24 Data Source: Data Quest	21% Data Year: 2022-23 Data Source: Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		*Updated the Metric to Reflect the Data Quest			

Goal Analysis

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: Full implementation.

Integrated ELD takes place daily across all curriculum and a deployment model is used to provide Designated ELD to all EL students. Classroom observations, feedback to teachers, and professional development have contributed to improving instruction for all EL students. EBCA has seen an increase of 10% in our Level 4 ELPAC scores over the last two years, a decrease in our Level 1 scores by 10%, and a slight increase of 2% in reclassifications. 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.

Overall Successes: EBCA saw an increase of 18% in students making progress since our baseline year. Our English Learner population improved 10% in Level 4 scores on the ELPAC and they decreased 10% in Level 1 scores. We are excited about the progress students are making and expect to see continued growth in the following school year.

Overall Challenges: Designated ELD done in the homeroom classroom has been a challenge trying to manage the EL group as well as the remainder of the English Only students. EBCA has moved to a deployment model to ensure all students are receiving Designated ELD in a more effective environment.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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 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): Effective

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

Actions 1, 2, and 3 were 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. EL students percentage scores combining ELPAC level 3 and 4 grew 17% since our Year 1 Outcome. Level 4 achievement grew 10% and level 3 achievement grew 7%. There were 10% less students in the Level 1 category. Our reclassification rate grew nearly 8% since our year 1 outcome. We hope to continue to fine tune our classroom instruction and programs to provide our students with the language supports needed for continued growth.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023