



## LCFF Budget Overview for Parents

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

CDS Code: 10-10108-6085112

School Year: 2024-25

LEA contact information:

Rodolfo Garcia

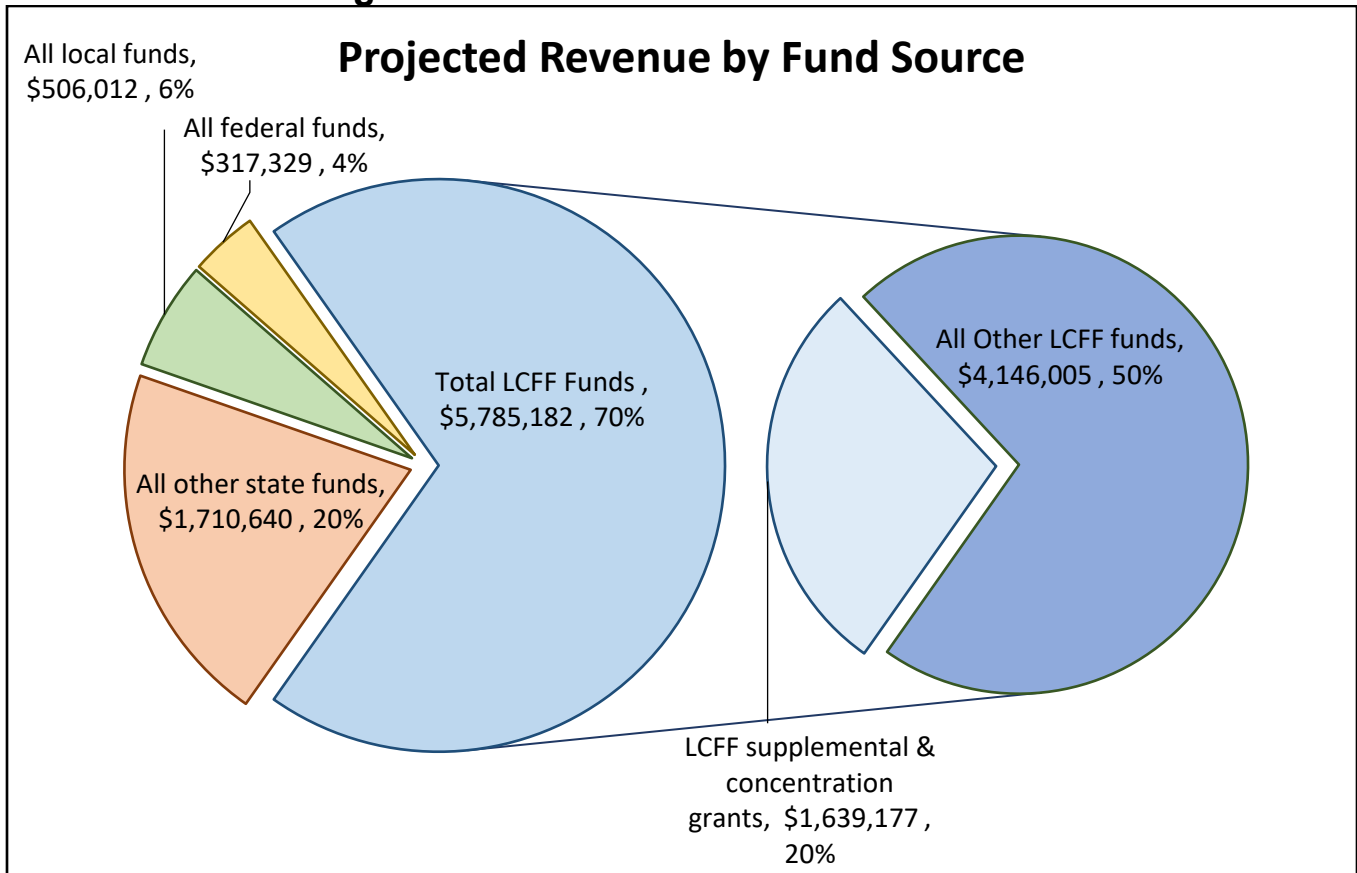
Executive Director/Principal

r.garc@myebca.com

(559) 457-2530

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 2024-25 School Year

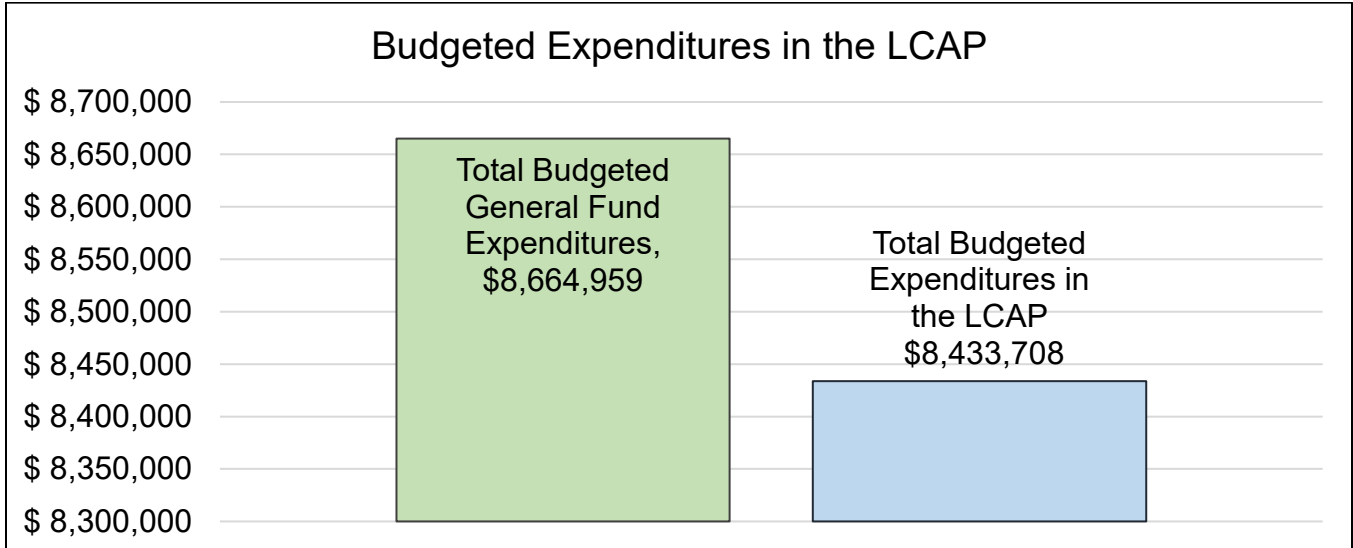


This chart shows the total general purpose revenue Edison-Bethune Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Edison-Bethune Charter Academy is \$8,319,163, of which \$5,785,182 is Local Control Funding Formula (LCFF), \$1,710,640 is other state funds, \$506,012 is local funds, and \$317,329 is federal funds. Of the \$5,785,182 in LCFF Funds, \$1,639,177 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 2024-25. 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 \$8,664,959 for the 2024-25 school year. Of that amount, \$8,433,708 is tied to actions/services in the LCAP and \$231,251 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

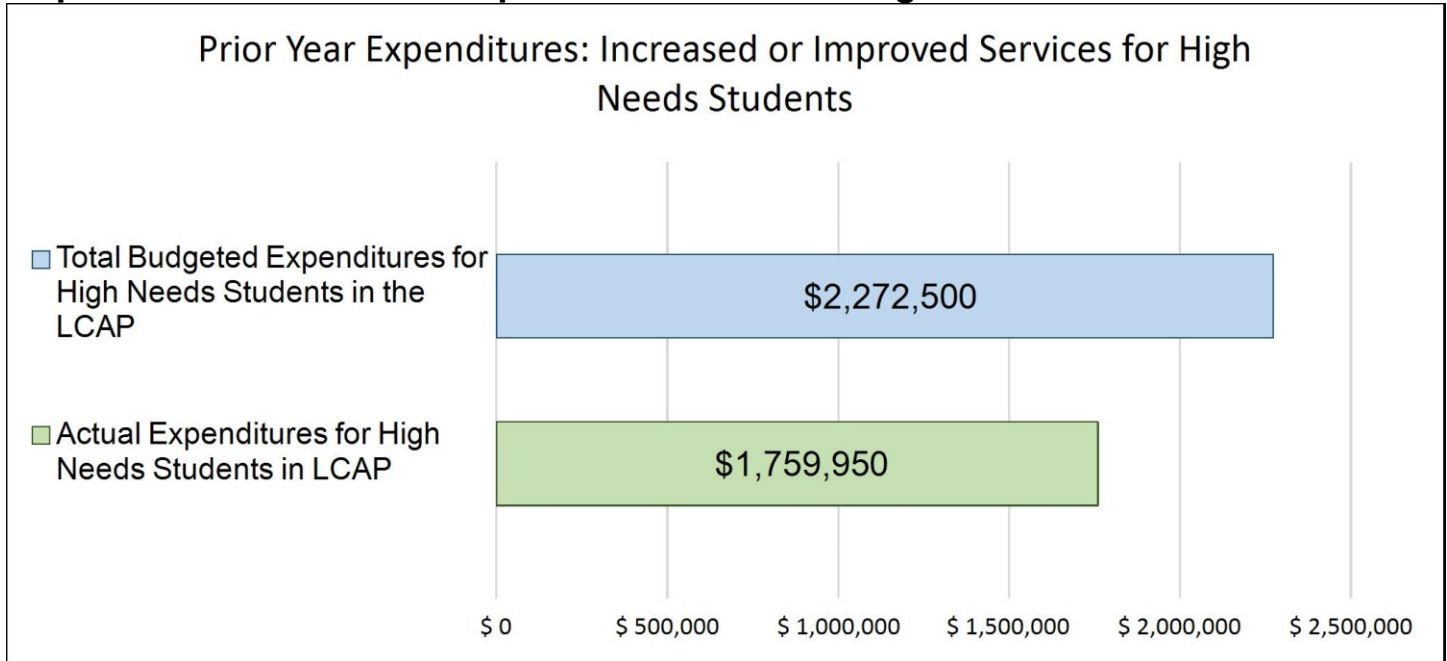
We did not include Special Education federal revenue in the LCAP.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Edison-Bethune Charter Academy is projecting it will receive \$1,639,177 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 \$2,139,381 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 2023-24



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 2023-24, Edison-Bethune Charter Academy's LCAP budgeted \$2,272,500 for planned actions to increase or improve services for high needs students. Edison-Bethune Charter Academy actually spent \$1,759,950 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$512,550 had the following impact on Edison-Bethune Charter Academy's ability to increase or improve services for high needs students:

We decided not to hire a Alternative to Suspension Teacher, as declining enrollment was a concern on how to support a position. In addition, we lost one of LVN nurses, and did not rehire the position. We also did not spend as much on grade level field trips as originally anticipated. We were also able to utilize other federal resources to pay for Instructional Aides salaries, and we didn't adjust the budget.



## 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.

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

# 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%	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%	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%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners: 7.04%  Foster Youth: Less than 11 students	Foster Youth: Less than 11 students	Foster Youth: Less than 11 students	Foster Youth: Less than 11 students	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	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	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	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 – 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 – 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	STAR – 4th Grade: 3.4 STAR – 5th Grade: 3.7 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%	This metric has been discontinued - as we will be using Star Reading and Smarter	This metric has been discontinued - as we will be using Star Reading and Smarter	This metric has been discontinued - as we will be using Star Reading and Smarter	This metric has been discontinued - as we will be using Star Reading and Smarter

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	Balance to measure - ELA progress	Balance to measure - ELA progress	Balance to measure - ELA progress	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: 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.

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.

Explanation of Material Differences:

Action 2 - Intervention Tutoring, Collaboration and Broad Course of Study - The budget was over spent by 214,371. Our salary expense was more than anticipated.

Action 3 - Technology resources - The capital improvement project to upgrade our fiber optic cabling for the entire campus was completed in 2023-24. The budget was over spent by \$170,968. This year we did not adjust the budget properly to include the capital improvement in addition to the salaries and replacement equipment costs.

Action 6 - Instructional Support Staff - The budget was underspent by \$110,697 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.

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.

We worked together to update our 2024-27 LCAP to incorporate our plan into 2 goals - 1 for academics and 1 for students to have a safe and healthy environment. We combined actions to make them more reflective of the overall intention of the action and not be so specific. We are still aiming to reach the same goals and desired outcomes. Goal 1 and 4 were combined, and Goal 2 and 3 were combined.

**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 hold monthly parent meetings, merging our Parent Advisory Committee (PAC) and English Learner Advisory Committees (ELAC) into one. Meetings were facilitated by EBCA staff, led by our school counselor. We saw an increase in parent attendance this 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 were also able to continue utilizing Google Voice to contact parents, and parents being able to contact EBCA staff. EBCA also utilized Panorama to create and send out school climate surveys. Surveys were shared on Social Media, ParentSquare, and our monthly newsletter created on Smore.

Overall Challenges: Although we saw an increase in parent attendance during monthly parent meetings, we still consider parent attendance as a challenge as not many attend.

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.

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.

Explanation of Material Differences:

Action 1 - Parent Involvement Classes and Fingerprinting - was under spent by \$22,789. 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 4 - Parent Communication - was over spent by \$8,245 - 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. The additional expenses related to purchasing Panorama Education to get a survey system to implement an opportunity for us to receive feedback, from Parents, Staff, and Students.

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.

We have a new survey system and student support software from Panorama, and we will be implementing more surveys and analysis of student information in the future, we hope that this will help improve our educational partner feedback and improve school safety and student social emotional support.

We worked together to update our 2024-27 LCAP to incorporate our plan into 2 goals - 1 for academics and 1 for students to have a safe and healthy environment. We combined actions to make them more reflective of the overall intention of the action and not be so specific. We are still aiming to reach the same goals and desired outcomes. Goal 1 and 4 were combined, and Goal 2 and 3 were combined.

**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.

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.

##### Explanation of Material Differences:

Action 3 - LVN Staff - The budget was underspent by \$126,034. We originally budgeted for 2 LVN's on staff, and ended up having one of the LVN not return, and the other LVN was on maternity leave for a portion of the year - that overall the budget was not met.

Action 4 - Grade Level Field Trips - The budget was underspent by \$50,124. The budget for the field trips was underspent because the different trips are for each grade level is different and the costs can vary.

Action 5 - Noon Time Assistant Supervision - The budget was overspent by \$34,410. The salaries for our NTA's was higher than expected.

Action 6 - Facilities and Operational Expenses - The budget was underspent by \$178,953. The overall expenses came in lower than budget.

Action 7 - Positive Behavior/Attendance Incentives - The budget was overspent by \$19,793. We were seeing significant improvement in our student by providing little incentives, and the budget was overspent.

Action 9 - Alternative to Suspension Teacher - The budget was underspent by \$100,000. We did not implement this position due to declining enrollment.

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 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, 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, 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. We were not able to hire the Alternative to Suspension Teacher due to declining enrollment, but worked with our existing staff to support behavior.

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 implement positive behavior and attendance incentives to help improve our suspension rate and the attendance rate.

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. We were able to implement our update the site for school safety and greatly improved school security, as well as implementing a new visitor management system to require visitors to check in through Raptor. 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.

We will not be pursuing Alternative to Suspension Teacher at this point, and continue to evaluate our behavior support of our current staff and as well as the overall suspension and attendance rates.

We worked together to update our 2024-27 LCAP to incorporate our plan into 2 goals - 1 for academics and 1 for students to have a safe and healthy environment. We combined actions to make them more reflective of the overall intention of the action and not be so specific. We are still aiming to reach the same goals and desired outcomes. Goal 1 and 4 were combined, and Goal 2 and 3 were combined.

**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.

No material differences.

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.

We worked together to update our 2024-27 LCAP to incorporate our plan into 2 goals - 1 for academics and 1 for students to have a safe and healthy environment. We combined actions to make them more reflective of the overall intention of the action and not be so specific. We are still aiming to reach the same goals and desired outcomes. Goal 1 and 4 were combined, and Goal 2 and 3 were combined.

**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](mailto: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



## 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 [2024-25]

### 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 at 1% of 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. EBCA is not receiving Equity Multiplier funding.

## Reflections: Annual Performance

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

EBCA has determined its successes, challenges, and needs based on the 2023 California School Dashboard. We were hoping to have an increase in our overall ELA scores, but maintained our level on the CA Dashboard with a decrease of 1 point and was 50 points below meeting standard for All students. English Learners maintained their status with an increase of 1.5 points and were 66.2 below standard, our low-income students maintained at 0.7 points and were 51.9 below standard, and our students with disabilities were 90.4 points below standard and increased 25 points from the previous year. Our English learners and low-income students received an orange level on the CA Dashboard. Our students with disabilities did not receive a color since there were only 25 students during this testing year.

Unfortunately, our African American student group was in the red level and were 75.2 points below standard in ELA with a decline of 4.8 points from the previous year. This was the only group in the red performance level in all categories. Actions in Goal 1 will address intervention needs for our African American student group. We will also address the academic needs of our English Learners, students with disabilities, and low-income students who were significantly below standard on the Dashboard in Goal1.

We were pleased to see an 8.8-point increase for all students in math but were still 52 points below standard for All students. English Learners were 65.6 below standard and decreased 6.1 points from the previous year. Our low-income students were 53.8 points below standard and increased 10.2 points. Our students with disabilities were 90.2 below standards and increased 12.4 points from the previous year. Low-income students and students with disabilities showed improvements. English Learners decreased in math by 6.1 points, indicating a need for focused support.

African American students showed substantial improvement in math with a 21.1 point increase, despite being 74.8 points below the standard. Our English learners received an orange level on the CA Dashboard and our low-income students received a yellow level. Our students with disabilities did not receive a color since there were only 25 students during this testing year.

EBCA will address the disparities in math using actions in Goal 1 concerning the decline among English learners and the continued support of low-income students and students with disabilities, who showed improvement.

There was an overall reduction in Chronic Absenteeism from the previous school year with a 14.9% improvement to a rate of 30.7%, which is substantial, indicating that measures taken to reduce absenteeism are having an effect. English Learners improved by 14.4%, now at 28.9%. Students with Disabilities improved by 14.1%, but still at a high rate of 37%. Low-Income students improved the most, by 15.5%, yet still high at 31.5%.

On the CA Dashboard, Low-income students reached a yellow level, indicating moderate performance. English Learners and students with disabilities are at an orange level, showing they still have challenges with chronic absenteeism. Strategies to alleviate Chronic Absenteeism will be addressed with actions in Goal 2.

EBCA pleased to see that 58.2% of our English Learner population is making progress towards English language proficiency while earning a green status on the CA Dashboard. On the 2023 ELPAC assessment, 11.70% of our English learners received a level 4, 35.11% a level 3, 30.85% a level 2, and 22.34% a level 1.

EBCA earned a yellow level on the CA Dashboard for a suspension rate of 5.0% which has declined 2.8% from the previous year.

The reduction in the suspension rate by 2.8% is a noteworthy achievement, suggesting that strategies to reduce suspensions are working. EBCA will continue to monitor suspension rates and other disciplinary metrics to track progress and identify areas for further improvement.

## Reflections: Technical Assistance

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

Not Applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not Applicable

### ***Support for Identified Schools***

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

Not Applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not Applicable

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 5/22/2024 at 3:30pm Educational Partners: Teachers Nature/Title of the meeting: Educational Partner Feedback from Teachers - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27
Principal	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 5/22/2024 at 3:30pm Educational Partners: Principal Nature/Title of the meeting: Educational Partner Feedback from Principal - LCAP draft review Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27
Administrators	We presented the draft to our staff at the Wednesday University Staff meeting Date and Time: 5/22/2024 at 3:30pm Educational Partners: Administrators Nature/Title of the meeting: Educational Partner Feedback from Administrators - LCAP draft review

Educational Partner(s)	Process for Engagement
	Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27
Other School Personnel	<p>We presented the draft to our classified staff at a year end staff meeting</p> <p>Date and Time: 5/22/2024 at 9:30am</p> <p>Educational Partners: Other School Personnel</p> <p>Nature/Title of the meeting: Educational Partner Feedback from Other School Personnel - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Certificated Bargaining Unit (EBCA does not have a Classified Bargaining Unit)	<p>We presented the draft to our staff at the Wednesday University Staff meeting</p> <p>Date and Time: 5/22/2024 at 3:30pm</p> <p>Educational Partners: Collective Bargaining Unit - Teachers only</p> <p>Nature/Title of the meeting: Educational Partner Feedback from Teachers - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Parents	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online</p> <p>Date and Time: 5/16/2024 at 8:00am Survey link was sent via Parent Square on 4/30/24, May Newsletter on 5/1/24</p> <p>Educational Partners: Parents</p> <p>Nature/Title of the meeting: Educational Partner Feedback from Parents - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Submission to Applicable Committees (PAC)	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online</p> <p>Date and Time: 5/16/2024 at 8:00am Survey link was sent via Parent Square on 4/30/24, May Newsletter on 5/1/24</p> <p>Educational Partners: PAC</p>

Educational Partner(s)	Process for Engagement
	<p>Nature/Title of the meeting: Educational Partner Feedback from PAC - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Submission to Applicable Committees (DELAC)	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time, and Survey online</p> <p>Date and Time: 5/16/2024 at 8:00am Survey link was sent via Parent Square on 4/30/24, May Newsletter on 5/1/24</p> <p>Educational Partners: DELAC</p> <p>Nature/Title of the meeting: Educational Partner Feedback from DELAC - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Charter SELPA Consultation	<p>We emailed the draft to the Charter SELPA requesting feedback</p> <p>Date and Time email was sent: 5/17/2024 at 8:00am</p> <p>Educational Partners: Charter SELPA</p> <p>Nature/Title of the email: Educational Partner Feedback from Charter SELPA - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Public Comment	<p>We presented the draft to our parents at our monthly parent meeting - Wildcat Parent Time. We also posted it on our website with opportunity to provide feedback.</p> <p>Date and Time: 5/16/2024 at 8:00am</p> <p>Educational Partners: DELAC</p> <p>Nature/Title of the meeting: Educational Partner Feedback from DELAC - LCAP draft review</p> <p>Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27</p>
Public Hearing	<p>We presented the draft to the public in a public hearing at the Board Meeting</p> <p>Date and Time: Board Meeting on 5/16/2024 at approx. 5:45pm</p>



Educational Partner(s)	Process for Engagement
	Educational Partners: Parents & Community Nature/Title of the meeting: Educational Partner Feedback from Parents and Community - LCAP draft Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27
Adoption by the governing board	We presented the final version for the LCAP for 2024-27 and Annual Update for 2023-24 to the Board Date and Time: Board Meeting on 6/13/2024 at approx. 5:45pm Educational Partners: Governing Board Nature/Title of the meeting: Adoption of the 2024-27 LCAP and Annual Update for 2023-24 Topics Discussed: Adopted the Annual Update for 2023-24 and LCAP for 2024-27
Budget Adoption and Local Indicator Report to governing board	We presented the 2024-25 Budget and Local Indicators to the Board Date and Time: Board Meeting on 6/13/2024 at approx. 5:45pm Educational Partners: Governing Board Nature/Title of the meeting: Adoption of the 2024-25 Budget and Local Indicator Report Topics Discussed: Reviewed the Annual Update for 2023-24 and presented the LCAP for 2024-27

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

Closing the achievement gap continues to be important to EBCA. We have and will continue to invest in 1 to 1 technology (Action 1.5) and provide professional development to staff, and to make sure our students have access to the appropriate tools to lead them to success in improving academically each year (Action 1.2).

Dashboard indicator Red - EBCA had a Red indicator for African American - ELA. We will continue to implement Action 1.2, which includes tutoring and academic support for under performing students.

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 maintain a full time School Counselor to support social emotional needs of students, as well as contract with FCOE for School Psychologist for four days. 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 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6 ).

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>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.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024			100% Data Yr: 2026-27 Data Source: Dashboard Fall 2027	
1.2	Implementation of standards for all students and enable ELs access to Common Core State Standards (CCSS) and English Language Development (ELD) standards	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024			Full Implementation & Sustainability Data Yr: 2026-27 Data Source: Dashboard Fall 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Smarter Balanced ELA Distance from Standard	All: -50 EL: -66.2 LI: -51.9 LI AA: -75.2 FY: Less than 11 students. SWD: -90.4 Data Year: 2022-23 Data Source: 2023 State Dashboard			All: -30 EL: -46 LI: -31 LI AA: -55.2 FY SWD: -70 Data Yr: 2026-27 Data Source: Dataquest	
1.4	Smarter Balanced Math Distance from Standard	All: -52 EL: -65.6 LI: - 53.8 FY: Less than 11 students. SWD: -94.2 Data Year: 2022-23 Data Source: 2023 State Dashboard			All: -32 EL: -45 LI: -33 FY SWD: -74 Data Yr: 2026-27 Data Source: Dataquest	
1.5	SBAC ELA: Percentage of students assessed meeting or exceeding standard.	All: 31.03% EL: 14.29% LI: 30.74% LI AA: 22.06% FY: Less than 11 students. SWD: 20% Data Year: 2022-23 Data Source: CAASSP			All: 40.0% EL: 23.0% LI: 39.0% LI AA: 31% FY: Less than 11 students. SWD: 29% Data Yr: 2026-27 Data Source: CAASSP	
1.6	SBAC Math: Percentage of students assessed meeting or exceeding standard.	All: 23.37% EL: 14.28% LI: 23.36%			All: 33.0% EL: 24.0% LI: 33.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY: Less than 11 students. SWD: 12% Data Year: 2022-23 Data Source: CAASSP			FY: Less than 11 students. SWD: 22% Data Yr: 2026-27 Data Source: CAASSP	
1.7	California Science Test (CAST) Met or Exceeded Standard	All: 8.11% EL: 0% LI: 8.95% FY: Less than 11 students. SWD: Less than 11 students. Data Year: 2022-23 Data Source: CAASSP			All: 13% EL: 5% LI: 14% FY SWD: Data Yr: 2026-27 Data Source: Dataquest	
1.8	ELPAC: Percentage of EL students making progress toward English Proficiency	58.2% Data Year: 2023 Data Source: ELPAC			65.0% Data Yr: 2026-27 Data Source: ELPAC	
1.9	Broad Course of Study	100% Access to a Broad Course of Study Data Source: CA Dashboard			100% Access to a Broad Course of Study Data Source: CA Dashboard	
1.10	ELPAC: Percentage of students assessed meeting or exceeding standard.	ELPAC Level 4- 11.70% Level 3- 35.11% Level 2- 30.85% Level 1- 23.34% Data Year: 2023 Data Source: ELPAC			ELPAC Level 4- 16.0% Level 3- 37.0% Level 2- 27.0% Level 1- 20.0% Data Yr: 2026-27 Data Source: ELPAC	

# Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Retain and Hire Staff	EBCA will retain and hire teachers for all core and elective courses, in addition to providing substitute teachers. These staff will provide the academic support needed for our students to maximize their achievement.	\$3,454,545.00	No
1.2	Supplemental Instructional Support	EBCA will provide: Tutoring and academic support - Instructional Aides Language support programs- Instructional Aides Collaboration opportunities Curriculum Instruction Director This action will address the red (lowest performance level) indicators on the 2023 CA Dashboard: LEA-wide: ELA: African American	\$1,548,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	English Language Acquisition and Support	EBCA will provide: Designated and Integrated ELD instruction Professional development to teachers in EL instruction Provide ELD supplemental resources and supports Instructional Aides	\$44,543.00	Yes
1.4	Increased Instructional Time and Standards-Aligned Curriculum	EBCA will provide: Standards aligned and state adopted curriculum Access to a broad course of study Increased Instructional Time	\$296,411.00	Yes
1.5	Technology/Assessment Resources	EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction EBCA will purchase formative assessment systems to monitor student progress throughout the year.	\$124,503.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Seek parent input & promote parental participation in programs for Low Income, English Learners, and Foster Youth and students with exceptional needs.	Initial Implementation Data Year: 2023-24 Data Source: Local Indicator Report			Full Implementation Data Yr: 2026-27 Data Source: Local Indicator Report	
2.2	Attendance Rate	92.54% Data Year: 2023-24 Data Source: P-2			95% Data Yr: 2026-27 Data Source: P-2	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Chronic Absenteeism	All: 30.7% LI: 31.5% EL: 28.9% Data Year: 2022-23 Data Source: CA School Dashboard			All: 20% LI: 20% EL: 20% Data Yr: 2025-26 Data Source: CA School Dashboard	
2.4	Suspension Rate	All: 5% LI: 5% EL: 5.2% Data Year: 2022-23 Data Source: CA School Dashboard			All: 3% LI: 3% EL: 3% Data Yr: 2025-26 Data Source: CA School Dashboard	
2.5	Expulsion Rate	0% Data Year: 2022-23 Data Source: CA School Dashboard			Below 1% Data Source: CA School Dashboard	
2.6	Sense of safety and school connectedness	Family Survey: Barriers to Engagement: 83% Family Engagement: 28% School Climate: 67%  Teachers/Staff Survey: Resources: 45.5% School Climate:42.5% School Leadership: 36.2% Staff-Leadership Relationships:49%  Students Survey (3rd - 6th grade):			Family Survey: Barriers to Engagement: 85% Family Engagement: 45% School Climate: 80%  Teachers/Staff Survey: Resources: 60% School Climate:60% School Leadership: 50% Staff-Leadership Relationships:65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Climate: 45% School Rigorous Expectations: 55% School Safety: 39.5% School Teacher-Student Relationships: 48.5% Valuing of School: 54%  Data Year: Fall 2023 Data Source: Panorama Survey			Students Survey (3rd - 6th grade): School Climate: 60% School Rigorous Expectations: 70% School Safety: 55% School Teacher-Student Relationships: 65% Valuing of School: 70%  Data Year: Fall 2026 Data Source: Panorama Survey	
2.7	Facilities maintained in good repair	95.42% - School Rating - Good Data Year: 2023-24 Data Source: Local Indicator Report - Facilities Inspection Tool			97% - School Rating - Good Data Year: 2026-27 Data Source: Local Indicator Report - Facilities Inspection Tool	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement Classes and Fingerprinting	To support Parent Involvement, EBCA will provide the following: Parent-teacher conferences Educational and information parent classes/meetings Fingerprinting to volunteer on field trips and classroom-related activities	\$10,000.00	Yes
2.2	Parent and Community Communication	EBCA will provide multiple avenues to share important information with our parents and community by utilizing school-to-home communication platforms including: Parent/Student Handbooks Monthly Newsletters School Climate Surveys Parent Square	\$18,000.00	Yes
2.3	Attendance Support	EBCA will reduce chronic absenteeism and increase attendance rates by: Maintaining salaries and benefits for attendance support staff Attendance incentives	\$217,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	School Safety and Climate	EBCA will promote a sense of safety in school and improve school climate by: Continuing to employ Noon Time Assistant Supervision staff Maintaining salaries and benefits for a School Counselor and Licensed Vocational Nurse Implementing Positive Behavior strategies Making improvements to the campus	\$188,397.00	Yes
2.5	Engaging and Educational School Activities	EBCA will offer school activities for students to participate in, resulting in increased attendance, reduced chronic absenteeism, improved behavior, and promoting a sense of safety and school connectedness.	\$759,411.00	Yes
2.6	Transportation	EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation.	\$53,000.00	Yes
2.7	Facilities and Operational Expense	EBCA strives to provide all students and staff with a safe and clean school facility sites and adhere to all state and local guidelines. Annually, the Facility Inspection Tool (FIT) report will be completed and address issues/findings in a timely manner. FIT results are reported annually in the SARC and LCAP.	\$1,718,684.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,639,177.00	\$204,225

## 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
40.055%	12.078%	\$492,203.82	52.133%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>provide intervention tutoring to low performing low-income, African American low-income, and English learner students in pull-out small group instruction in reading skills.</p> <p>EBCA will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers to support the implementation of common core standards and high-quality instruction. The Curriculum and Instruction Director will provide direct support to the teachers in providing quality instruction to Low Income, and English Learners. By providing support such as developing interim assessments, data analysis, differentiation strategies, and professional development we anticipate growth in the Smarter Balance scores for ELA, Math and ELPAC scores for our Low Income, and English Learners.</p> <p>This action is principally directed towards the Low Income, English Learner, and Low-Income who are also African American population and effective in meeting their needs by increasing achievement of these students in the Smarter Balance ELA and math and ELPAC assessments, however, because we expect that all African American students and all students will benefit from this action, it will be offered on an LEA-wide basis.</p>	
1.4	<b>Action:</b> Increased Instructional Time and Standards-Aligned Curriculum	To support academic gains on state and local assessments, EBCA will provide all students with more instructional time than required by state statute. The teachers will utilize rigorous and	Smarter Balance - ELA and math for: All students, Low-Income, English Learners, African

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> EBCA’s goal for Low-Income and English Learner students is to show improvement on state and local assessments.</p> <p><b>Scope:</b> LEA-wide</p>	<p>engaging adopted instructional curricula that have been state and/or locally approved to support the implementation of California State Standards and continued implementation of EBCA Instructional Expectations.</p> <p>EBCA will provide all students access to a broad course of study in all core subjects and will include in addition, computer science, art, and physical education taught by credentialed teachers in those subjects.</p>	<p>Americans, and Low-Income that are also African American. ELPAC Scores.</p>
<p><b>1.5</b></p>	<p><b>Action:</b> Technology/Assessment Resources</p> <p><b>Need:</b> 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.</p> <p><b>Scope:</b> LEA-wide</p>	<p>EBCA will purchase, update, and maintain technology resources in each classroom to provide digital instruction and intervention for Low Income, and English Learners. These resources are intended for classroom, intervention and extended-hour instruction for Low Income, and English Learners.</p> <p>To monitor student progress throughout the year, EBCA will purchase formative assessment systems. I-Ready will be added to our assessment collection in the 2024-25 year to provide comprehensive reading data from Kindergarten to grade 6. Students will complete formative assessments throughout the year. These assessment systems will be used by staff to measure progress for Low Income, and English Learners in English Language-Arts, Mathematics, and English Language Development. Measuring the progress of these students will assist teachers with providing instruction that is targeted to their specific learning needs. Through targeted instruction we anticipate growth in the Smarter</p>	<p>Smarter Balance - ELA and math for: All students, Low-Income, English Learners. ELPAC Scores.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Balance scores for ELA, Math and ELPAC for our Low Income, and English Learners.	
2.1	<p><b>Action:</b> Parent Involvement Classes and Fingerprinting</p> <p><b>Need:</b> According to survey responses, parent meeting attendance, teacher input, and educational partner feedback, parents of Low-Income, and English Learner students lack engagement and participation in programs for their students.</p> <p>In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>EBCA will continue to host parent classes/meetings led by staff members about important topics and concerns. These meetings are also collaborative between our Parent Advisory Committee (PAC) and the English Learner Advisory Committee (ELAC). Notices of meetings and opportunities are delivered through electronic communication methods (Facebook and Parent Square) and physical flyers.</p> <p>At the end of the 1st Quarter, EBCA will have parent-teacher conferences to work together with families and improve attendance, and grades, and reduce suspensions, especially for low-income and English learner families. Translation services are provided.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	<p>EBCA will use Panorama Education surveys to receive feedback from teachers and parents twice a year to gauge school climate and parent involvement barriers.</p> <p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners.</p> <p>EBCA expects 100% parent-teacher conference attendance at the end of the 1st Quarter.</p>
2.2	<p><b>Action:</b> Parent and Community Communication</p> <p><b>Need:</b> Based on survey responses, parent meeting attendance, teacher input, and educational partner feedback, parents of Low-Income and English Learner students lack engagement</p>	<p>Increased communication allows parents to be actively involved in their student's education and be informed about school activities.</p> <p>This action focuses on the needs of our Low Income, and English Learners by providing parents with the necessary information to actively participate in their student's education. These</p>	<p>EBCA will use Panorama Education surveys to receive feedback from teachers and parents twice a year to gauge school climate and communication effectiveness.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and participation in programs for their students.</p> <p>Clear communication is essential between parents/guardians and EBCA to promote engagement, collaboration, and a sense of connection within the school community.</p> <p>In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students.</p> <p>Based on local experience, EBCA recognizes family involvement's positive impact on student academic performance, attendance rates, and behavior.</p> <p><b>Scope:</b> LEA-wide</p>	<p>platforms will allow for daily communication for parents and teachers to share relevant information about their students. Information includes school activities, upcoming events, opportunities for parents to participate at the school, engagement opportunities, parents can monitor students' progress academically and behaviorally, and upcoming co-curricular events that both students and parents can participate in.</p> <p>We expect that maintaining communication with parents and the community will better support the needs of our Low Income, and English Learners by increasing attendance, and academic performance, and reducing suspension rates.</p> <p>This action is designed to establish and improve communication between EBCA and families through the following ways:</p> <p>EBCA will provide printed copies of the Parent/Student Handbook for every student and make it available on our website. The Parent/Student Handbook serves as a guide outlining important policies, procedures, and expectations within the school community. The handbook also informs stakeholders about resources, services, and emergency procedures available, promoting a sense of belonging and safety.</p> <p>Monthly Newsletters (utilizing Smore) and Parent Square help foster connections within the school community, improve attendance, and support student success. Parents and the community can</p>	<p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners.</p> <p>EBCA will also continue to share monthly newsletters and viewing analytics to monitor engagement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>stay informed regarding important events and other resources monthly.</p> <p>School Climate Surveys (utilizing Panorama) enable EBCA to collect reliable feedback from students, families, and teachers. Feedback from parents/guardians of Low-Income and English Learner students will be valuable in driving school improvement.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	
<p><b>2.3</b></p>	<p><b>Action:</b> Attendance Support</p> <p><b>Need:</b> Low-Income and English Learners' academic performance is dependent on attending school regularly based on local benchmark results, state testing outcomes, teacher input, and educational partner feedback.</p> <p>In addition, EBCA's data noted in the metric sections within the LCAP show that Low-Income, and English Learner students are underperforming in ELA and Math, have higher suspension rates, and are absent more frequently than the desired performance for EBCA students.</p>	<p>Attendance support staff and attendance incentives encourage students to be in school and on time while encouraging parent and community engagement in school activities.</p> <p>This action focuses on the needs of our Low-Income, and English Learners, by providing students support, guidance, and encouragement to attend school regularly.</p> <p>We expect having attendance support staff available will better support the needs of our Low-Income and English Learners by increasing attendance, improving academic performance, and reducing suspension rates.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students</p>	<p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners. Smarter Balance scores for ELA and Math.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on local experience EBCA knows that when students attend school regularly, we see an increase in academic performance, attendance rates, and student behavior.</p> <p><b>Scope:</b> LEA-wide</p>	<p>will benefit this action is being provided on an LEA-wide basis.</p>	
<p><b>2.4</b></p>	<p><b>Action:</b> School Safety and Climate</p> <p><b>Need:</b> School safety and school connectedness are important priorities for Low-Income, and English Learner students based on EBCA attendance and discipline outcomes, survey responses, teacher input, and educational partner feedback. Educational partners have stated that an improved sense of safety will increase attendance, thereby reducing chronic absenteeism, and increasing the sense of safety in school.</p> <p>There is also a need for improved attendance and reduced suspension rates among our Low-Income and English Learner students</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action is designed to promote safety in school and improve school climate by providing:</p> <p>Supervision by Noon Time Assistants helps foster a safe environment for students to engage in safe physical activity during lunch recess. Supervision by noontime assistants helps prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school. This will aid in reducing suspension rates, increasing attendance, reducing chronic absenteeism, and promoting a sense of safety in school and school connectedness.</p> <p>Having a Licensed Vocational Nurse (LVN) on campus allows Low-Income and English Learners to spend more time on campus knowing that health and safety guidelines are being implemented by medical experts and prevents students from immediately being sent home by other staff when various symptoms are present. A small percentage of this expense provides contracted nursing services for student screening.</p> <p>Having a full-time School Counselor on campus will meet the increased social-emotional needs of EBCA students, based on educational partner</p>	<p>EBCA will use Panorama Education surveys to receive feedback from teachers, parents, and students to gauge school climate and sense of safety.</p> <p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners.</p> <p>EBCA will also monitor suspension rates, discipline records, and attendance by utilizing EBCA's school information system (SIS), Aeries.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>feedback. This action will provide Low-Income and English Learners with a designated Counselor to promote a safe environment for students through interventions. The School Counselor will provide individual counseling, oversee the implementation of the SEL curriculum (SecondStep), provide professional development for teachers, and assist with behavior intervention strategies. The School Counselor provides solution-focused academic, college/career, and social/emotional counseling.</p> <p>EBCA will continue to use restorative justice models of Discipline that restores, and Time to Teach, and Positive Behavior Incentives. In addition, 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 Learners, incentives to be on time for school daily, practice positive behavior, and improve local benchmarks. EBCA has found that attendance and behavior incentives prevent bullying, fights, and other unsafe behavior that might lead to students being suspended or otherwise absent from school.</p> <p>To increase school safety, EBCA will make improvements to the campus to provide a safer environment for all staff and students. Expenditures include but are not limited to: adding external fencing to the front entrance of the school, upgrading fencing surrounding the Transitional Kindergarten and Kindergarten area, incorporating a locking system controlled by office staff to minimize unauthorized access to the campus, and</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>integrating Raptor Technologies to credibly screen visitors. Parents who visit the campus will see the improvements and feel better about the overall safety of their students on campus.</p> <p>We expect that providing a Licensed Vocational Nurse, School Counselor, Noon Time Assistant Supervision, and Positive Behavior strategies will better support the needs of our Low Income, and English Learners, by increasing attendance, reducing chronic absenteeism, and increasing their sense of safety and school connectedness. Also, enhancing campus safety will improve student and parent sense of safety, thereby eliminating safety as a deterrent for school attendance.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English Learners, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	
<p><b>2.5</b></p>	<p><b>Action:</b> Engaging and Educational School Activities</p> <p><b>Need:</b> Low-Income, and English Learner students benefit from participation in extracurricular athletic programs, grade-level field trips, and educational and engaging assemblies based on survey responses, teacher input, and educational partner feedback. Benefits include increased attendance, reduced chronic absenteeism, and sense of safety and school</p>	<p>EBCA will provide:</p> <p>Extracurricular athletic programs for students in grades 3 through 6. Funds will be used to pay coaching stipends, uniforms, equipment, and transportation. This action will allow Low-Income, and English Learners, to spend more time on campus with adult coaches to increase physical activity, social skills, positive communication, accountability, sportsmanship, and perseverance; all skills related to improved social-emotional health.</p>	<p>EBCA will use Panorama Education surveys to receive feedback from teachers, parents, and students to gauge school climate.</p> <p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>connectedness, and improved classroom behavior.</p> <p>Based on local experience, when EBCA students participate in engaging school activities, they have demonstrated improved attendance, reduced chronic absenteeism, improved sense of safety and school connectedness, and improved classroom behavior.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Educational field trips for students in each grade level. Funds will be used to pay for transportation, admission, and registration fees. This expense includes an educational science camp for all fifth and sixth graders. This action will allow Low-Income and English Learners, to participate in diverse educational settings that include but are not limited to: museums, the zoo, river parkways, and science camp.</p> <p>Educational and engaging assemblies enhance learning experiences beyond the classroom.</p> <p>We expect that engaging and educational school activities will better support the needs of our Low Income, and English Learners, by increasing attendance, chronic absenteeism, sense of safety and school connectedness, and improved attendance.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit this action is being provided on an LEA-wide basis.</p>	<p>EBCA will also monitor suspension rates, discipline records, and attendance by utilizing EBCA’s school information system (SIS), Aeries.</p>
<p><b>2.6</b></p>	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Low Income, and English Learners at EBCA have lower attendance rates and higher rates of chronic absenteeism than the general student body. Based on teacher input, and</p>	<p>EBCA will provide daily bus transportation to the community surrounding EBCA by contracting with Southwest Transportation. Southwest will develop the routes based on the addresses of Low Income, and English Learners. It is our expectation that providing home-to-school transportation will better support the needs of our Low Income, and English</p>	<p>EBCA will use Panorama Education surveys to receive feedback from teachers, parents, and students to gauge school climate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>educational partner feedback, transportation is a barrier for some students making it to school daily and on time.</p> <p>Based on local experience EBCA knows that when students attend school regularly and on time, we see an increase in academic performance, attendance rates, and student behavior.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Learners, by increasing attendance and reducing chronic absenteeism.</p> <p>This action is designed to meet the needs most associated with Low-Income, and English learners and their families, however, because all students will benefit, this action is being provided on an LEA-wide basis.</p>	<p>Attendance Rate, Chronic Absenteeism Rate, and Suspension Rate for Low-Income, and English Learners.</p> <p>EBCA will also monitor suspension rates, discipline records, and attendance by utilizing EBCA's school information system (SIS), Aeries.</p>

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.3</b>	<p><b>Action:</b> English Language Acquisition and Support</p> <p><b>Need:</b> ELPAC scores revealed that only 11.70% of EL students scored at a Level 4, which is necessary for English Learners to be reclassified from EL status. CA Dashboard scores in ELA revealed that EL students were 66.2 below standard.</p> <p><b>Scope:</b></p>	<p>To support academic gains on state and local assessments for EL students, EBCA will provide designated and integrated English language development in order to support students' language acquisition and increased access to core curriculum. EBCA is providing professional development to support teachers in their instruction for designated and integrated ELD.</p> <p>EBCA will provide English Language Development (ELD) supplemental materials and additional support to English Learners, including</p>	<p>Smarter Balance ELA Scores for All Students and EL Students, and ELPAC scores.</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Limited to Unduplicated Student Group(s)</p>	<p>Redesignated English Learner students who experience academic difficulties. These supplemental Reading/Literacy/Technology instructional materials are directed toward accelerating language acquisition and access to the core. EBCA will provide targeted professional learning sessions to equip teachers with the skills and knowledge to effectively use ELD materials and programs. This should include strategies for differentiating instruction for diverse learners. Ongoing support and coaching will be provided to teachers to help them implement these materials and strategies effectively in the classroom. English learner students will be provided targeted language development programs that can help them improve their language skills and integrate into mainstream classrooms. These supports could include bilingual assistants, supplemental curriculum, and additional language support provided by a teacher.</p> <p>Instructional aides will assist students through classroom tutoring during instruction, small group instruction, and addressing specific learning needs. This action will increase student opportunities to access curriculum. By maintaining instructional support staff, we anticipate local assessment scores for ELA and ELPAC will improve for English Learners.</p> <p>This action is principally directed towards the English Learner population and effective in meeting their needs by increasing achievement of these students in the Smarter Balanced ELA and ELPAC assessments.</p>	

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

Not Applicable

**Additional Concentration Grant Funding**

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

EBCA has 5 full time certificated teachers who provide direct services to students and are not the teacher of record. These teachers provide RSP services and elective courses such as Art and PE. In addition we have instructional aides who provide services to kindergarten and 1st grade classes at a 0.75 FTE. These additional teachers and additional instructional aides provide direct services to students who meet the qualifications for additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	20.75:420
Staff-to-student ratio of certificated staff providing direct services to students	N/A	28:420

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,092,265.00	1,639,177.00	40.055%	12.078%	52.133%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,293,586.00	\$1,462,990.00	\$136,312.00	\$540,820.00	\$8,433,708.00	\$5,834,613.00	\$2,599,095.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Retain and Hire Staff	All	No			All Schools		\$3,454,545.00	\$0.00	\$2,471,453.00	\$566,759.00	\$85,824.00	\$330,509.00	\$3,454,545.00	
1	1.2	Supplemental Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,548,969.00	\$0.00	\$1,302,373.00	\$125,294.00	\$0.00	\$121,302.00	\$1,548,969.00	
1	1.3	English Language Acquisition and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$44,543.00	\$0.00	\$44,543.00	\$0.00	\$0.00	\$0.00	\$44,543.00	
1	1.4	Increased Instructional Time and Standards-Aligned Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$256,411.00	\$40,000.00	\$296,411.00	\$0.00	\$0.00	\$0.00	\$296,411.00	
1	1.5	Technology/Assessment Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$124,503.00	\$0.00	\$124,503.00	\$0.00	\$0.00	\$0.00	\$124,503.00	
2	2.1	Parent Involvement Classes and Fingerprinting	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	
2	2.2	Parent and Community Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$217,245.00	\$0.00	\$128,236.00	\$0.00	\$0.00	\$89,009.00	\$217,245.00	
2	2.4	School Safety and Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$188,397.00	\$0.00	\$132,315.00	\$56,082.00	\$0.00	\$0.00	\$188,397.00	
2	2.5	Engaging and Educational School Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$759,411.00	\$30,000.00	\$678,923.00	\$50,488.00	\$0.00	\$759,411.00	
2	2.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$53,000.00	\$53,000.00	\$0.00	\$0.00	\$0.00	\$53,000.00	
2	2.7	Facilities and Operational Expense	All	No			All Schools		\$0.00	\$1,718,684.00	\$1,682,752.00	\$35,932.00	\$0.00	\$0.00	\$1,718,684.00	

# 2024-25 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
\$4,092,265.00	1,639,177.00	40.055%	12.078%	52.133%	\$2,139,381.00	0.000%	52.279 %	<b>Total:</b>	\$2,139,381.00
								<b>LEA-wide Total:</b>	\$2,094,838.00
								<b>Limited Total:</b>	\$44,543.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Retain and Hire Staff				All Schools	\$2,471,453.00	
1	1.2	Supplemental Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,302,373.00	
1	1.3	English Language Acquisition and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$44,543.00	
1	1.4	Increased Instructional Time and Standards-Aligned Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,411.00	
1	1.5	Technology/Assessment Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,503.00	
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.2	Parent and Community Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$128,236.00	
2	2.4	School Safety and Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,315.00	
2	2.5	Engaging and Educational School Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$7,276,000.00	\$7,137,793.00

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	\$3,101,645	\$3,094,863
1	1.2	Intervention Tutoring, Collaboration and Broad Course of Study	Yes	\$405,000	\$619,371
1	1.3	Technology Resources	Yes	\$415,000	\$585,968.
1	1.4	Curriculum & Instruction Director	Yes	\$180,000	\$211,356
1	1.5	Assessment Systems	Yes	\$7,500	\$3,466
1	1.6	Instructional Support Staff	Yes	\$512,000	\$401,303
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$25,000	\$2,211
2	2.2	Parent/Student Handbook	No	\$5,000	\$5,289
2	2.4	Parent Communication	Yes	\$15,000	\$23,245
3	3.1	Attendance Support Staff	Yes	\$217,000	\$217,000

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	\$40,000	\$38,305
3	3.3	Licensed Vocational Nurse (LVN)	Yes	\$195,000	\$68,966
3	3.4	Grade Level Field Trips	Yes	\$100,000	\$49,877
3	3.5	Noon Time Assistant Supervision	Yes	\$40,000	\$74,410
3	3.6	Facilities and Operational Expense	No	\$1,251,855	\$1,072,903
3	3.7	Positive Behavior/Attendance Incentives	Yes	\$55,000	\$74,793
3	3.8	Student Information System - Aeries	No	\$9,000	\$4,143
3	3.9	Alternative to Suspension Teacher	Yes	\$100,000	\$0.00
3	3.10	School Counselor	Yes	\$130,000	\$94,589
3	3.11	Transportation	Yes	\$50,000	\$68,246
3	3.12	School Safety	Yes	\$100,000	\$109,731
4	4.1	ELD Classroom Observation	Yes	\$45,000	\$45,011
4	4.2	EL Intervention Programs and Library Resources	Yes	\$77,000	\$70,330
4	4.3	Teachers Provide ELD Instruction	Yes	\$200,000	\$202,417



# 2023-24 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)
\$1,648,216.00	\$2,272,500.00	\$1,759,950.00	\$512,550.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Intervention Tutoring, Collaboration and Broad Course of Study	Yes	\$405,000	\$522,970	0%	0%
1	1.3	Technology Resources	Yes	\$280,000	\$214,083	0%	0%
1	1.4	Curriculum & Instruction Director	Yes	\$180,000	\$196,967	0%	0%
1	1.5	Assessment Systems	Yes	\$7,500	\$3,466	0%	0%
1	1.6	Instructional Support Staff	Yes	\$240,000	\$4,421	0%	0%
2	2.1	Parent Involvement Classes and Fingerprinting	Yes	\$25,000	\$2,211	0%	0%
2	2.4	Parent Communication	Yes	\$15,000	\$4,708	0%	0%
3	3.1	Attendance Support Staff	Yes	\$125,000	\$126,208	0%	0%
3	3.2	Athletic Programs	Yes	\$40,000	\$22,976	0%	0%
3	3.3	Licensed Vocational Nurse (LVN)	Yes	\$125,000	\$61,105	0%	0%
3	3.4	Grade Level Field Trips	Yes	\$100,000	\$34,076	0%	0%
3	3.5	Noon Time Assistant Supervision	Yes	\$40,000	\$44,245	0%	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	3.7	Positive Behavior/Attendance Incentives	Yes	\$55,000	\$55,814	0%	0%
3	3.9	Alternative to Suspension Teacher	Yes	\$100,000	\$0.00	0%	0%
3	3.10	School Counselor	Yes	\$75,000	\$485	0%	0%
3	3.11	Transportation	Yes	\$50,000	\$51,941	0%	0%
3	3.12	School Safety	Yes	\$100,000	\$109,469	0%	0%
4	4.1	ELD Classroom Observation	Yes	\$45,000	\$41,204	0%	0%
4	4.2	EL Intervention Programs and Library Resources	Yes	\$65,000	\$61,184	0%	0%
4	4.3	Teachers Provide ELD Instruction	Yes	\$200,000	\$202,417	0%	0%

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,075,154.00	\$1,648,216.00	14.82%	55.265%	\$1,759,950.00	0.000%	43.187%	\$492,203.82	12.078%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

# Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);



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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

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

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

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

### Target for Year 3 Outcome

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



**Current Difference from Baseline**

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

## Title

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

## Description

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

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

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

### **Statutory Requirements**

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.



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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
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