

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	www.myebca.org
CDS Code:	10-10108-6085112
LEA Contact Information:	Name: Rodolfo Garcia Position: Executive Director/Principal Email: r.garc@myebca.com Phone: (559) 457-2530
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,397,939
LCFF Supplemental & Concentration Grants	\$1,440,128
All Other State Funds	\$760,580
All Local Funds	\$86,000
All federal funds	\$614,664
Total Projected Revenue	\$6,859,183

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6,682,881
Total Budgeted Expenditures in the LCAP	\$5,448,200
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,688,200
Expenditures not in the LCAP	\$1,234,681

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,141,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,207,771

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$248,072
2020-21 Difference in Budgeted and Actual Expenditures	\$66,771

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The expenditures not included in the LCAP relate to the Expanded Learning Opportunities Grant, and the In-Person Learning grant.

LCFF Budget Overview for Parents

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CDS Code: 10-10108-6085112

School Year: 2021-22

LEA contact information:

Rodolfo Garcia

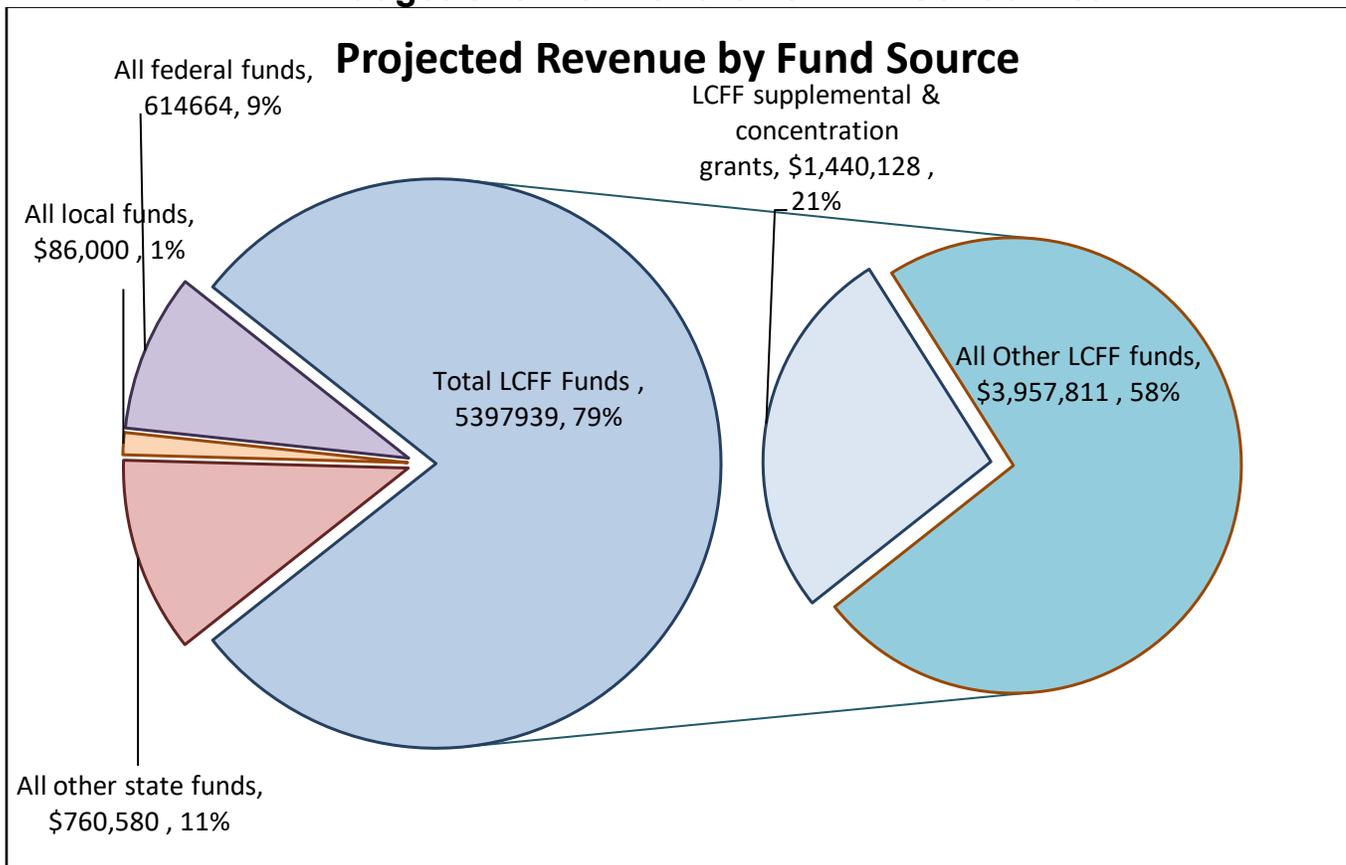
Executive Director/Principal

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(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 2021-22 School Year

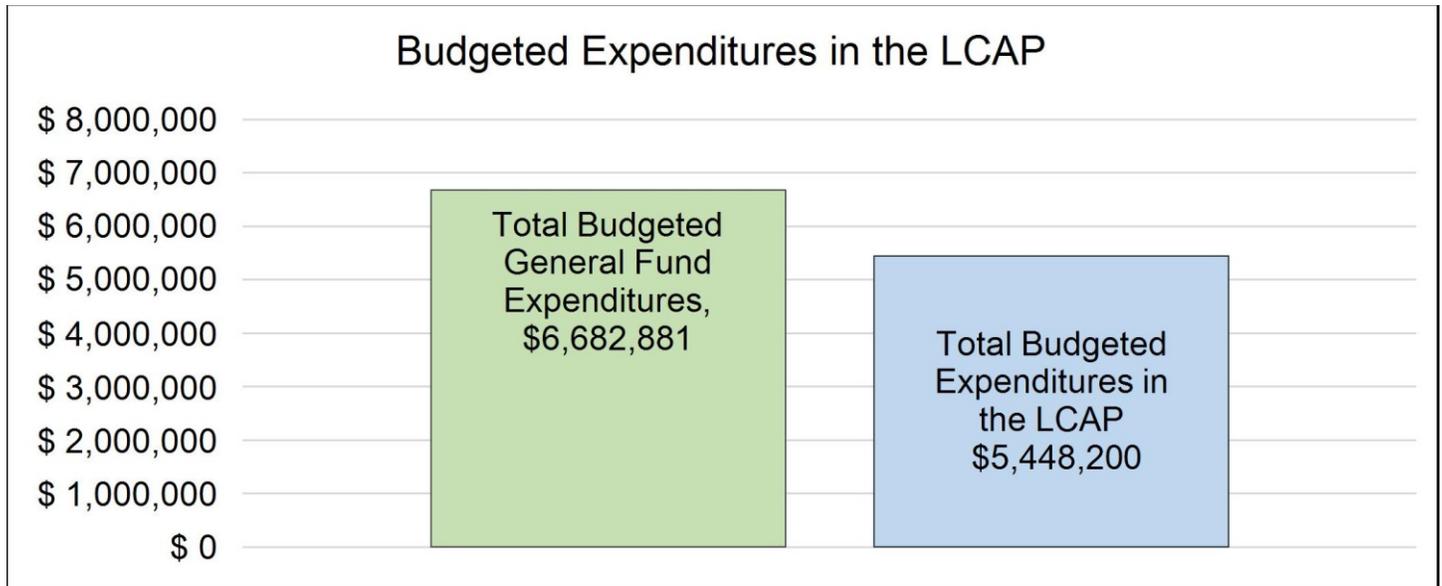


This chart shows the total general purpose revenue www.myebca.org expects to receive in the coming year from all sources.

The total revenue projected for www.myebca.org is \$6,859,183, of which \$5,397,939 is Local Control Funding Formula (LCFF), \$760,580 is other state funds, \$86,000 is local funds, and \$614,664 is federal funds. Of the \$5,397,939 in LCFF Funds, \$1,440,128 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 www.myebca.org plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

www.myebca.org plans to spend \$6,682,881 for the 2021-22 school year. Of that amount, \$5,448,200 is tied to actions/services in the LCAP and \$1,234,681 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

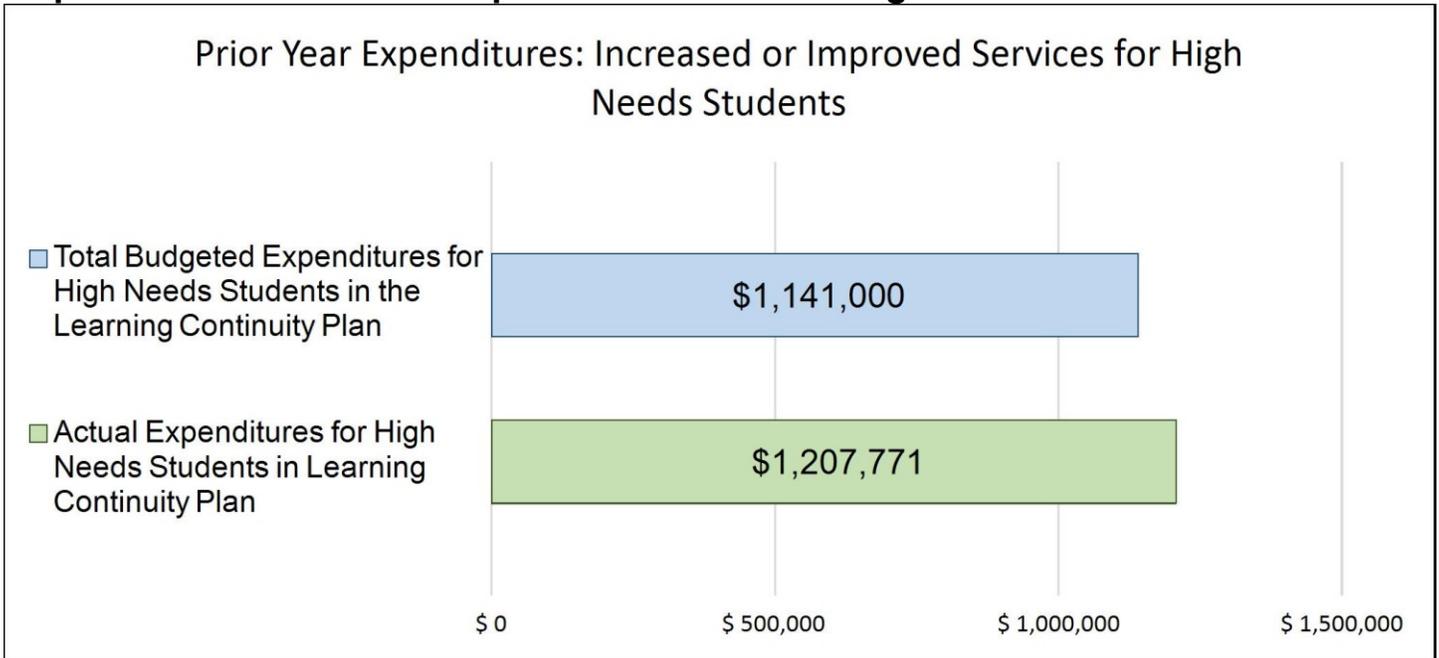
The expenditures not included in the LCAP relate to the Expanded Learning Opportunities Grant, and the In-Person Learning grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, www.myebca.org is projecting it will receive \$1,440,128 based on the enrollment of foster youth, English learner, and low-income students. www.myebca.org must describe how it intends to increase or improve services for high needs students in the LCAP. www.myebca.org plans to spend \$1,688,200 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 2020-21



This chart compares what www.myebca.org budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what www.myebca.org estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, www.myebca.org's Learning Continuity Plan budgeted \$1,141,000 for planned actions to increase or improve services for high needs students. www.myebca.org actually spent \$1,207,771 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
www.myebca.org	Rodolfo Garcia Executive Director/Principal	r.garc@myebca.com (559) 457-2530

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Maximize achievement for all students and all subgroups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Properly Credentialed teachers with no misassignments nor vacancies as measured by Credentials review</p> <p>19-20 100% Properly Credentialed with no misassignments or vacancies</p> <p>Baseline For 2016--2017 - 100% Properly Credentialed with no misassignments or vacancies</p>	<p>We confirmed each credential with the California Commission on Teaching Credentialing and we have 100% properly credentialed and no misassignments or vacancies.</p>
<p>Metric/Indicator Sufficient core instructional materials as measured by annual board resolution of "Sufficiency of Instructional Materials"</p> <p>19-20 100% sufficient instructional materials</p> <p>Baseline 2016--2017 - School board adoption of "Sufficiency of Instructional Materials" resolution</p>	<p>We provided 100% sufficient instructional materials to all students, as confirmed by the Williams act review.</p>
<p>Metric/Indicator State Standards Implemented as measured the State Reflection Tool</p>	<p>Using the State Reflection Tool we determined that our average score is 4.1 out of 20 indicators.</p>

Expected	Actual
<p>19-20 Average score of 4.1 or higher</p> <p>Baseline Average score of 3.4</p>	
<p>Metric/Indicator State Standardized Assessments as measured by Math CAASPP scores distance from standard</p> <p>19-20 32 points below level 3 (or 5 points growth)</p> <p>Baseline For 2015--16: 47 points below level 3</p>	<p>Due to the cancellation of CAASPP testing in the 2019-2020 because of the COVID-19 school closure, the data below is from the 2018-2019 school year.</p> <p>State Standardized Assessments as measured by Math CAASPP scores Distance from standard 27.8 points below standard with an 5.6 point decline changing our color from green to orange on the dashboard.</p> <p>Student Performance by subgroup:</p> <p>English Learners (Green) 17.5 points below standard with a 6.9 point growth</p> <p>Socioeconomically Disadvantaged (Orange) 27.4 points below standard with a 3.8 point decline</p> <p>African American (Orange) 44.5 points below standard with a 8.2 point decline</p> <p>Hispanic (Yellow) 24.7 points below standard with a 6.2 point decline.</p>

Expected

Actual

Metric/Indicator

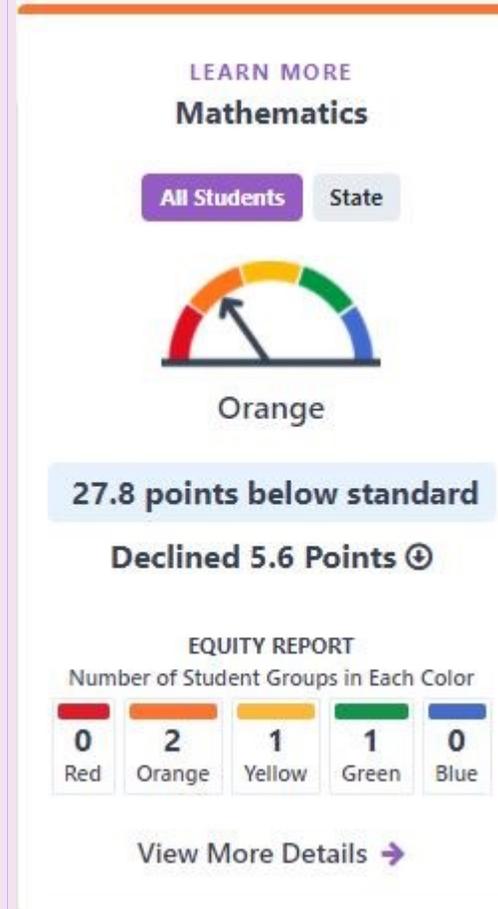
State Standardized Assessments as measured by ELA CAASPP scores distance from standard

19-20

29 points below level 3 (or 7 points growth)

Baseline

For 2015-16: 44 points below level 3

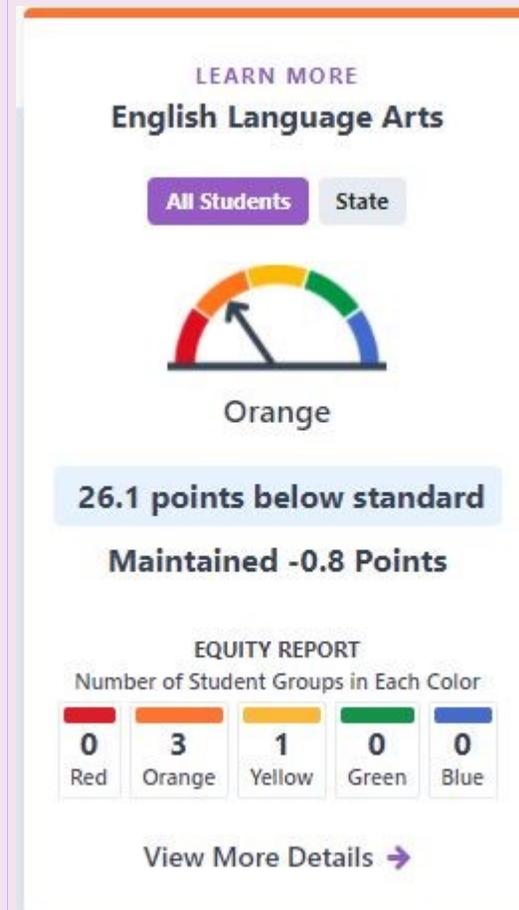


Due to the cancellation of CAASPP testing in the 2019-2020 because of the COVID-19 school closure, the data below is from the 2018-2019 school year.
State Standardized Assessments as measured by English Language Arts (ELA) CAASPP scores Distance from standard 26.1 points below standard with a -0.8 point maintain changing our color to Orange on the dashboard.
Student Performance by subgroup:
English Learners (Yellow) 17.4 points below standard with a 14.6 point growth

Expected

Actual

Socioeconomically Disadvantaged (Yellow) 26 points below standard with a 0.1 point growth
African American (Orange) 41.3 points below standard with a 9.6 point decline
Hispanic (Orange) 27.3 points below standard with a 0.4 point decline



Metric/Indicator

Other Pupil Outcomes – STAR Reading

19-20

STAR – 1st Grade: 2.1

These numbers were taken at the end of the 2nd quarter, which are lower than normal projections. EBCA was not able to complete normal end of year STAR assessments due to the Covid-19 lockdown.

Expected	Actual
<p>STAR – 2nd Grade: 2.6 STAR – 3rd Grade: 2.9 STAR – 4th Grade: 4.0 STAR – 5th Grade: 4.7 STAR – 6th Grade: 5.2</p> <p>Baseline STAR – 1st Grade: 1.8 STAR – 2nd Grade: 2.3 STAR – 3rd Grade: 2.6 STAR – 4th Grade: 3.7 STAR – 5th Grade: 4.4 STAR – 6th Grade: 4.9</p>	<p>STAR – 1st = 1.0 STAR – 2nd = 2.1 STAR – 3rd = 3.0 STAR – 4th = 3.5 STAR – 5th = 3.8 STAR – 6th = 4.7</p>
<p>Metric/Indicator Access to a broad course of study as measured by review of teacher and/or master schedules</p> <p>19-20 100% access to a broad course of study at all school sites</p> <p>Baseline 100% access to a broad course of study at all school sites</p>	<p>All students have access to a broad course of study as measured by review of teacher and/or master schedules.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Retain/hire teachers for all core and elective courses. Maintain/hire necessary support positions for teachers, including clerical, administration, substitute teachers/paraeducator, and related positions.</p>	<p>1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries</p>	<p>1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Staffing Benefits LCFF \$3,342,218	3000-3999: Employee Benefits Staffing Benefits LCFF \$3,167,481
<p>Our analysis of the CA School Dashboard, we determined that our unduplicated student population must significantly increase achievement in ELA, Mathematics and English Learner Progress. In addition, our unduplicated population, historically has had the least opportunity to participate in the arts and related electives. EBCA will provide additional courses to all students in art, music, and PE. During this time, core teachers will have release time to collaborate with their grade level focusing on analysis of the unduplicated pupil's performance and strategies for closing the achievement gap. This action is principally directed towards the unduplicated students and effective in meeting their needs for broad course of study, and increasing achievement of students in core and elective courses. It is our expectation that providing these supplemental courses and the release time for core teachers will result in increased CAASPP scores, EL performance on ELPAC, increased EL reclassification, and increased exposure to a broad course of study for all unduplicated pupils.</p>	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$459,028	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$405,639
<p>Our analysis of the CA School Dashboard, we determined that our unduplicated student population must significantly increase achievement in ELA, Mathematics and English Learner Progress. To address this need, EBCA will update technology resources available in each classroom for Common Core and Smarter Balance Testing. These resources are intended for remedial and extended-hour education of unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically. It is our expectation that providing the additional technology will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.</p>	4000-4999: Books And Supplies 6000-6999: Capital Outlay LCFF \$150,000	4000-4999: Books And Supplies 6000-6999: Capital Outlay LCFF \$27,767
<p>Given that our unduplicated student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers for the implementation of common core standards. This action is principally directed towards the</p>	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$148,147	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$148,147

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
unduplicated students and effective in increasing achievement of students in core content areas. It is our expectation that providing additional support and professional development for teachers will result in increased CAASPP scores for all unduplicated students.		
<p>MODIFIED: We removed summer learning opportunities due to minimal interest and low attendance.</p> <p>A review of the CA Schools Dashboard data show our unduplicated pupils are not achieving academic standards as measured by the CAASPP in math and ELA. To increase opportunities for learning, bring the pupils closer to meeting standards, and close the achievement gap, EBCA will provide intervention tutoring afterschool provided by classroom teachers as extended learning hours principally directed towards our unduplicated student population and effective in meeting supplemental learning needs. This action will increase the academic performance of our unduplicated pupils as measured by CAASPP in math and ELA.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits Staffing Benefits</p> <p>4000-4999: Books And Supplies LCFF \$25,000</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits Staffing Benefits</p> <p>4000-4999: Books And Supplies LCFF \$0</p>
<p>A review of the CA Schools Dashboard data show our unduplicated pupils are not achieving academic standards as measured by the CAASPP in math and ELA. To increase opportunities for learning, bring the pupils closer to meeting standards, and close the achievement gap, EBCA will purchase Illuminate Assessment System. This action will assist teachers with providing instruction that is targeted to meeting the specific learning needs to our most at risk students by revealing in detail the learning gaps of each student and to better prepare our students for the CAASPP test.</p>	<p>4000-4999: Books And Supplies LCFF \$6,800</p>	<p>4000-4999: Books And Supplies LCFF \$5,841</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall we were able to utilize all of our budgeted funds regarding staffing to meet the actions stated above. The action related to technology was adjusted dramatically as we faced a pandemic that closed our school in the middle of March 2020. The plan was to refresh older chrome books to utilize for state testing in the spring. The plan was put on hold to make sure that all students had devices to be able to access remote learning. In addition, we were not able to provide intervention tutoring to students afterschool as a result of the school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the cancellation of CAASPP testing in the 2019-2020 because of the COVID-19 school closure, we were not able to measure improvement in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification. Due to the school closures, remote learning created a challenge in providing the instructional minutes and support necessary to improve student achievement.

Goal 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parental Engagement as measured by attendance to Parent Teacher Conferences (held 3 times annually).</p> <p>19-20 93%</p> <p>Baseline 2016-17 Average Attendance to Parent Teacher Conferences: 90%</p>	<p>Our actual attendance to the Parent Teacher Conferences (held only 2 times this year due to school closure in March 2020) was 83% based on sign in sheets provided at each teacher's conference. Although, our teachers did an amazing job of reaching out to each our students at least once a week through distance learning for a follow up with the parent through the remainder of the 2019-20 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Modified: Added Contract with Fresno County Office of Education to provide parent involvement classes.</p> <p>To better serve our unduplicated students who historically have low parent participation, we want to increase parent involvement by offering incentives and resources. Opportunities for parents include but are not limited to: Parent/Teacher Conferences (3 times a year), Field Trips, volunteering in the classroom, Father/Daughter dance, Mother/Son Dance, Winter Musical Program, Talent Show and HOPES Academic Awards. In addition, we will contract with Fresno County Office of Education to provide parent involvement classes to interested parents. Increased parent involvement is shown to help students who are struggling academically and/or socially. This action focuses on the</p>	<p>4000-4999: Books And Supplies 5000-5999: Services and Other Operating Expenditures LCFF \$19,300</p>	<p>4000-4999: Books And Supplies 5000-5999: Services and Other Operating Expenditures LCFF \$12,800</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students' needs and EBCA's goals to close the achievement gaps for its at-risk unduplicated pupils. It is our expectation that providing incentives and resources, parents can better support the needs of our unduplicated students by increasing attendance, and academic performance.		
In order to support both parents and students, EBCA will provide printed copies of Parent Student Handbook and Student Planners for every student. This action is intended to improve student and parent involvement through clear communication between parents and EBCA.	4000-4999: Books And Supplies LCFF \$7,500	4000-4999: Books And Supplies LCFF \$0
To better serve our unduplicated students who historically have low parent participation, we want to increase parent involvement by offering to pay for volunteers to be fingerprinted in order to encourage participation in the classrooms and school events. Increased parent involvement is shown to help students who are struggling academically and/or socially. This action focuses on the needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students' needs and EBCA's goals to close the achievement gaps for its at-risk unduplicated pupils. It is our expectation that providing the opportunity for parents to have their fingerprints taken, parents can better support the needs of our unduplicated students by increasing attendance, and academic performance, and decreasing behavior issues such as suspension.	4000-4999: Books And Supplies LCFF \$2,700	4000-4999: Books And Supplies LCFF \$1,354
To better serve our unduplicated students who historically have low parent participation, we want to increase parent involvement by many avenues to keep parents informed. These avenues include our attendance system Aeries Communication System (LOOP), Aeries Parent Portal for access to grades and attendance and through our School App, which pushes notifications to parents of events on a daily basis. Increased communication gives parents the opportunity to be actively involved in their student's education and be informed about school activities. This action focuses on the needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students' needs and EBCA's goals to close the achievement gaps for its at-risk unduplicated pupils. It is our expectation that providing the better communication to parents will better support	4000-4999: Books And Supplies LCFF \$5,700	4000-4999: Books And Supplies LCFF \$4,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
the needs of our unduplicated students by increasing attendance, and academic performance, and decreasing behavior issues such as suspension.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The planned programs were drastically reduced due to the school closure. We also had revised our student/parent handbook at the beginning of the year with all new policies to be more up to date, and it didn't get printed in time due to logistical issues with the updated policies by the attorney and approval from the board. In addition our volunteer fingerprinting cost was down due to the school closure and the reduction of field trips at the end of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As we evaluate the success and challenges of parent involvement we see an adjustment in the education environment in our community as it relates to parent environment. The first part of the year, we continued to offer opportunities for parents to participate in their student's education using Fresno County Office of Education Parent Involvement classes, provide volunteer opportunities and parent teacher conferences. The adjustment comes in the new digital learning environment that required parents to be more involved in their student's education and communicate with the teacher and other school staff members. Working together, parents and staff we managed to get our students through the rest of a difficult year.

Goal 3

All students, including all subgroups, will have a safe and healthy environment to achieve social, emotional and academic success by improving school attendance rates and overall school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance as measured by district average attendance.</p> <p>19-20 95.8%</p> <p>Baseline 95.2%</p>	<p>Attendance as measured by district average attendance 93.54% as of P-2 Report of Attendance on 2/21/2020 (the date was adjusted to accommodate the last school month before 2/28/2020 - due to school closure).</p>
<p>Metric/Indicator Chronic Absenteeism as measured by % students with 10% or more absenteeism.</p> <p>19-20 7.2%</p> <p>Baseline 7.8%</p>	<p>Chronic Absenteeism as measured by the California Dashboard 11.4% (Yellow)</p> <p>Subgroups: African American (Orange) 17.9% Increased 1.6% Hispanic (Green) 9.3% Declined 2.4% English Learners (Green) 6.6% Declined 4.2% Students with Disabilities (Orange) 17.3% Increased 1.0% Socioeconomically Disadvantaged (Yellow) 11.5% Declined 1.3%</p>

Expected	Actual
	
<p>Metric/Indicator Suspension rate</p> <p>19-20 2.4%</p> <p>Baseline 3.3%</p>	<p>Suspension rate (Green) 2.2% as reported on the California Dashboard Declined 3.4%.</p> <p>Subgroups:</p> <p>English Learners (Blue) 0.6% Declined 3.6%</p> <p>Socioeconomically Disadvantaged (Green) 2.3% Declined 3.5%</p> <p>Students with Disabilities (Green) 1.9% Decreased 0.4%</p> <p>African American (Green) 2.9% Declined 6.7%</p> <p>Hispanic (Green) 2.3% Declined 2.2%</p>

Expected	Actual
	 <p>The dashboard displays the following information for 'All Students':</p> <ul style="list-style-type: none"> Rating: Green (indicated by a green arrow on a semi-circular scale) 2.2% suspended at least once Declined 3.4% (with a downward arrow icon) Number of Students: 584
<p>Metric/Indicator Expulsion rate</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>Expulsion rate 0%</p>
<p>Metric/Indicator School Climate (school connectedness) – Parent/Teacher Conference (Local Ind.)</p> <p>19-20 93%</p> <p>Baseline 90%</p>	<p>School Climate (school connectedness) – Our actual attendance to the Parent Teacher Conferences (held only 2 times this year due to school closure in March 2020) was 83% based on sign in sheets provided at each teacher's conference. Although, our teachers did an amazing job of reaching out to each our students at least once a week through distance learning for a follow up with the parent through the remainder of the 2019-20 school year.</p>
<p>Metric/Indicator Facilities Maintained Annual FIT – Good Rating</p> <p>19-20</p>	<p>Facilities Maintained Annual FIT – Good Rating as reported by Fresno County Superintendent of Schools FIT report as of 10/18/2019.</p>

Expected	Actual
Annual FIT - Good Rating Baseline Annual FIT - Good Rating	
Metric/Indicator School Climate Survey (safety) – % responses feel very safe at school. 19-20 91% Baseline 88%	California Health Kids Survey – % responses feel very safe at school. Students responded 49%(5th) and 37% (6th) Yes, all of the time, 26% (5th) and 33%(6th) Yes,most of the time.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The unduplicated student population’s academic and ELD performance is dependent on attending school, we will continue to provide Truancy and Mediation Liaison to encourage parents and students to be in school and on time. This action is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$97,864	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$84,667
In order to increase achievement and student attendance rates for our unduplicated student population, EBCA will provide extra-curricular athletic programs for students. This action focuses on the needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students’ needs by motivating them and increasing school spirit, as well as, EBCA’s goals to close the achievement gaps for its at-risk unduplicated pupils. It is our expectation that students will be more engaged, have higher attendance, and therefore, improve academically.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$7,500	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$3,955
MODIFIED: We changed from hiring an RN to an LVN - as this is more economical for our school needs.	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The unduplicated student population’s academic and ELD performance is dependent on attending school, we will continue to provide Licensed Vocational Nurse (LVN) to assist students with any health needs and provide parents with assurance that their student is being properly cared for. In addition, we will contract with FCOE to provide Registered Nurse services to perform health screenings and assist with IEP when needed. These actions is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.</p>	<p>3000-3999: Employee Benefits Staffing Benefits 5000-5999: Services And Other Operating Expenditures LCFF \$35,000</p>	<p>3000-3999: Employee Benefits Staffing Benefits 5000-5999: Services And Other Operating Expenditures LCFF \$7,244</p>
<p>Given that our unduplicated student population’s academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will coordinate educational field trips for each grade level. This action is principally directed towards the unduplicated students and effective in increasing achievement on the CAASPP and the ELPAC due to providing hands on learning environment and opportunity for students to experience something new. It is our expectation that providing educational field trips will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.</p>	<p>4000-4999: Books And Supplies LCFF \$35,000</p>	<p>4000-4999: Books And Supplies LCFF \$32,561</p>
<p>The unduplicated student population’s opinion of school climate is dependent on feeling safe and connected. We will continue to provide Noon Time Supervision and increased equipment and games to help unduplicated students to feel safe in school and connected by being involved in school activities. These actions is principally directed towards the unduplicated students and effective in improving school climate and increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional supervision and activities for to our students will result in reduced suspensions, increased student attendance, reduce chronic absenteeism, and the overall safety of students on campus.</p>	<p>2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits 4000-4999: Books And Supplies LCFF \$63,361</p>	<p>2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits 4000-4999: Books And Supplies LCFF \$43,884</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Facilities Lease Expense, and other operating expenses such as repairs and maintenance, insurance and utilities.	5000-5999: Services And Other Operating Expenditures LCFF \$656,250	5000-5999: Services And Other Operating Expenditures LCFF \$593,637
The unduplicated student population’s academic and ELD performance is dependent on attending school, and having good behavior. We will continue to use restorative justice models of Discipline that restores, and Time to Teach, and Positive Behavior Incentives. This action is principally directed towards the unduplicated students and effective in decreasing suspensions and expulsions, and improving school safety and connectedness. We believe that equipping our staff with these strategies, and infusing our school with positive behavior, will result in a better learning environment and increased academic scores.	5000-5999: Services And Other Operating Expenditures LCFF \$5,000	5000-5999: Services And Other Operating Expenditures LCFF \$0
We will update our student information system – Aeries. The system will help to better track our student’s information according to the California requirements.	5000-5999: Services And Other Operating Expenditures LCFF \$9,000	5000-5999: Services And Other Operating Expenditures LCFF \$9,272
Purchase new playground equipment for the Kindergarten yard.	6000-6999: Capital Outlay LCFF \$0	6000-6999: Capital Outlay LCFF 0
<p>Modified: Increased the budget for the services - est. to increase from 2 mentors to 3 mentors in 2019-20.</p> <p>The unduplicated student population’s academic and ELD performance is dependent on attending school, and having good behavior. We will work with Joint Opportunities – Hand in Hand Mentoring program. Their mission is to build academic success through mentoring programs in Fresno’s high need elementary and middle schools. This action is principally directed towards the unduplicated students and effective in increasing student attendance, reducing chronic absenteeism, and effective in decreasing suspensions and expulsions, and improving school safety and connectedness. It is our expectation that providing additional support to our parents, students and staff will result in increased student attendance, reduce chronic absenteeism and infusing our school with positive behavior which will result in a better learning environment and increased academic scores.</p>	5000-5999: Services And Other Operating Expenditures LCFF \$75,000	5000-5999: Services And Other Operating Expenditures LCFF \$58,567

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This goal deals with the majority of our operational expenses to facilitate a safe and healthy environment for our students to achieve social, emotional and academic success. We budgeted for attendance incentives and resources for Discipline that Restores to help with attendance and suspension metrics and were not able to make the budgeted expenditures and utilize them effectively when the school was shut down. We also budgeted to hire a LVN and struggled to hire someone for the whole year. We did utilize our nursing services through Fresno County, and we were able to hire a LVN in March of 2021. In addition, the expenditure for Hand to Hand mentoring stopped when the school shut down for the last part of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As we evaluate the success and challenges of a safe and healthy environment in order to achieve social, emotional and academic success of our students the largest hurdle has been trying to continue to provide our students with the a consistent and structured environment during a very unstable time. With an unprecedented state wide shut down of schools, health was our major concern, for both students and staff. We implemented new strategies in reaching out to our students and providing devices and homework and school supplies packets to each student. The first part of the year, we continued to offer services for students through Hand to Hand mentoring, attendance incentives, and supervision during noon time to help students feel connected while they were at school. Working together, parents and staff we managed to get our students through the rest of a difficult year for school climate and social and emotional supports.

Goal 4

All English Learners will excel in English Language Acquisition and have access to appropriate English Language Development (ELD) Instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator EL access to state standards/ELD standards – Reflection Tool</p> <p>19-20 Average score of 3.7 or higher</p> <p>Baseline Average score of 3.4</p>	<p>EL access to state standards/ELD standards – Reflection Tool Average score of 4.33</p>
<p>Metric/Indicator EL annual growth as measured by ELPAC annual Progress data - as percentage of growth will not be available until the 2020-21. The baseline and 2017--18 data was based on CELDT data.</p> <p>19-20 EL annual growth as reported on the California Dashboard.</p> <p>Level 4 - Well Developed - 24.5% of students tested</p> <p>Level 3 - Moderately Developed - 48.1% of students tested</p> <p>Level 2 - Somewhat Developed - 18.1% of students tested</p> <p>Level 1 - Beginning Stage - 9.3% of students tested</p>	<p>EL annual growth data as reported on the California Dashboard.</p> <p>100 Students tested:</p> <p>40% making progress towards English Language Proficiency</p> <p>Performance Level: Low</p>

Expected	Actual
<p>Baseline 62.6%</p>	
<p>Metric/Indicator EL reclassification as measured by prior year number of re-designated students</p> <p>19-20 21.8%</p> <p>Baseline 12.8%</p>	<p>EL reclassification as measured by prior year number of redesignated students was 0 % due to the Covid-19 lockdown during the spring of 2020 where EBCA's normal redesignation process takes place.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Given that our EL population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will provide an EL Coordinator and Curriculum and Instruction Director to provide classroom observation during ELD time. This will help ensure the validity of the program, and provide teacher coaching when needed. The EL Coordinator will also oversee the administration of the CELDT/ELPAC and monitor reclassifications. This action is principally directed towards the EL students and effective in increasing</p>	<p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits (remaining portion of the salary is in Goal 1/Action 1) LCFF \$12,500</p>	<p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits (remaining portion of the salary is in Goal 1/Action 1) LCFF \$12,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
achievement on the CAASPP and the ELPAC due to the proper implementation of English Language Development in the classroom. It is our expectation that providing this additional support will result in increased CAASPP scores, EL performance on CELDT/ELPAC, and increased EL reclassification.		
Given that our unduplicated and EL student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will provide intervention programs such as Read 180, I-Read, and Accelerated Reader. In addition, we want to invest in our library by purchasing more books and supplies, and provide opportunity for all unduplicated students to increase their reading comprehension. The intervention programs will be used in the classroom and as part of our pull out program. This action is principally directed towards the unduplicated students and effective in increasing achievement on the CAASPP and the ELPAC due additional intervention for students who are struggling in English Language Arts. It is our expectation that providing the additional intervention will result in increased CAASPP scores, EL performance on CELDT/ELPAC, and increased EL reclassification.	4000-4999: Books And Supplies LCFF \$72,500	4000-4999: Books And Supplies LCFF \$58,002
Given that our EL population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will provide designated English Language Development instruction every day. This action is principally directed towards the EL students and effective in increasing achievement on the CAASPP and the ELPAC due to the proper implementation of English Language Development (ELD) in the classroom. It is our expectation that providing this daily designated ELD will result in increased CAASPP scores, EL performance on CELDT/ELPAC, and increased EL reclassification.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$17,500	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Staffing Benefits LCFF \$17,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We were not able to make as many purchases for the library in the end of 2020 due to the uncertainty of the budget. We did offer programs such as IRead and Accelerated Reader. The Read 180 intervention program was not purchased due to the cost of the program. EL students had access to our state adopted ELA/ELD Journey's reading curriculum to support designated and integrated instruction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We found that our biggest challenges related to providing services to our English Learners was the new environment of distance learning. In the classroom, teachers provided individualized English Language Development Instruction (ELD) and can assist students with comprehension and work with our EL Coordinator and Curriculum Instruction Director on new strategies. We were able to utilize more online resources provided in our curriculum and other new resources to get the students to practice their language skills. We were not able to administer the annual ELPAC in the Spring of 2020 due to the Covid-19 lockdown, EBCA will be administering the ELPAC in the spring of 2021, which will provide us with much needed data that will enable EBCA to provide future intervention to our EL population.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SAFE SCHOOL ENVIRONMENT: All classrooms will have masks, hand sanitizer, and disinfectant wipes to support healthy hygiene behaviors, and signage to help with physical distancing. Classes will be fogged every day with the New-Gen Eon foggers. All sites will have temperature scanners and touch-free hand sanitizing stations. Desk plexi-glass dividers will be provided to school psychologists and Special Education teachers to be used when testing students one-on-one. These materials will ensure the school is safe for students and staff. Student desk dividers with a clear plastic front to see the teacher were purchased. We also purchased a face/temperature scanner with a health survey system to monitor staff and visitors.	50,000	50,000	No
We have hired a Licensed Vocational Nurse (LVN) to assist students with any health needs and provide parents with assurance that during this time of uncertainty their student is being properly cared for. In addition, we will contract with FCSS to provide Registered Nurse services to perform health screenings and assist with IEP when needed. These actions is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.	70,000	12,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We have worked diligently to provide our students and staff a safe school environment and believe we have been able to achieve this with the current budgeted funds. Where we struggled was hiring a LVN to fill the need of a medical professional on campus. Gratefully we were able to hire an LVN at the end of February 2021, therefore, the amount budgeted was not fully expended.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

On October 19, 2020 we opened our campus to in-person learning with all proper safety precautions as approved by the Fresno Department of Public Health - Wavier for Schools. EBCA families were given the option to send their child to school to participate in in-person learning during the AM session or the online distance learning during the PM session. There was about a 50/50 split in the choices made between in-person and online instruction made by parents. As time moved on, the numbers of online or in person participation have fluctuated based on Covid-19 infection numbers. As the infection rate numbers have improved, more and more students are opting to participate in in-person instruction where more than 70% are now in person. EBCA provided a daily 3 hour in-person synchronous learning option during the AM session for all students interested in coming back while following the required safety guidelines and a 3 hour online synchronous option during the PM session. Students were also required to complete assigned asynchronous assignments provided by their teachers so they would be able to complete the required amount of instructional minutes daily. Students were provided a breakfast at their arrival after they had gone through the proper safety screening and ate in the classroom. All classroom had properly socially distanced spaces and use of hand sanitizer and disinfectant after class was implemented. Students were dismissed at 11:00am and given a lunch to take home to eat. We are happy to report that we have been able to keep a healthy and safe environment for all students where there have been no student to student or teacher to student transmissions of Covid-19. Our LVN has stepped in and implemented all the required safety protocols when students are presented with at least one Covid-19 symptom. After an initial evaluation, the LVN determines whether a student must quarantine or return to class. If a student must quarantine, EBCA follows the Fresno County health guidelines of required quarantine days necessary to ensure the safety of all. EBCA's journey providing in-person learning to its student population has been successful in protecting staff and students from contracting the Covid-19 virus. This has been achieved by following the Fresno County health guidelines and our planned school safety plan.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>TECHNOLOGY SUPPORT: In order to successfully teach all students using distance learning, it is imperative that everyone has access to the technology needed to actively participate in school. Additional Chromebooks were purchased so that every single student (including 96% unduplicated pupils that are EL Learner, Foster Youth and Low Income) would have equitable access. These Chromebooks are loaded with the necessary apps and extensions, as well as safety filters to ensure students can safely participate in daily lessons. Some families do not have Internet access. Therefore, hot spots were purchased and provided to all families in need. IT staff member is available to support the students when they have trouble logging on. EBCA also has additional tech support to trouble shoot any issues that arise by calling the office. Cameras and extra monitors, as well as wireless headsets with microphones have been purchased for each classroom so that the teacher can deliver the live streaming lessons effectively This action ensures that all students have equitable access to learning.</p>	200,000	498,126	Yes
<p>ON LINE SYSTEMS: In order to deliver distance learning we have purchased Zoom licenses for all teachers and admin. Training has been provided to effectively utilize the system and be able to integrate other systems such as See Saw and Kami with Google Classroom to interact with the student and complete assignments. Licenses for the other programs were also purchased. We utilize our current curriculum online platform from Houghton Mifflin that integrates Math Expressions with ELA - Journeys for all students electronically.</p>	35,000	39,396	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

When we started this plan and looking forward to what we would need to meet our technology needs, we had no idea as to the extent of what would be needed, and the backlog on availability of devices due to everyone needing to provide one to each student. We

were able to use our funds to purchase devices to cover the damaged devices and replace out dated devices for state testing. We also anticipated having to use many more devices as hot spots and determined the need not to be as great.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We started the school year in August of 2020 on 100% distance learning. We were able to hand a chrome book to each student before the start of school, and set up a system for the students to access each teacher's zoom link. We also worked with each family to identify any who would be in need of a hot spot to maintain access to instruction. EBCA has been successful in providing each child with a Chromebook and have been able to replace all devices that have been damaged or are malfunctioning. EBCA has also been successful in maintaining communication with families who struggle with internet access by providing trouble shooting measures and hot spots where needed. Pupil participation has been a struggle during online sessions due to the lack of engagement which has been documented nationwide. EBCA continues to reach out to families who are not logging in regularly and stress the importance of participating daily so there is minimal learning loss. Distance learning professional development is provided regularly by our instructional coach. Strategies, online programs, and instruction is emphasized and practiced to enable teachers the ability to feel more confident while providing online instruction to their students. Teachers and classified staff have adapted smoothly to their new roles and responsibilities during the pandemic. Students with unique needs such as our special education students are provided with one on one instruction whether it be in person or online to eliminate further learning loss and are provided with much needed intervention with current instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SUPPLEMENTAL INTERVENTION: To best support our unduplicated students who may be at most risk of learning loss due to COVID-19, Edison Bethune Charter Academy (EBCA) will provide additional virtual support via the use of the After School Program tutors and instructional aides. This supplemental instruction will be supervised by certificated teachers to students who show learning gaps, especially in the areas of English Language Arts, Math, and ELD. This action will help close the achievement gap for those students who have shown learning loss since last spring.	50,000	46,685	Yes
SUPPORT FOR SPECIAL EDUCATION TEACHERS: Teachers who work with students with special needs are aware that distance learning will bring additional challenges to themselves and their students. EBCA has hired a curriculum support teacher to help the teachers meet the unique needs of their students, as well as assigned instructional aides to provide support to students with special needs. These actions will help ensure that the students with special needs will have equitable access to learning as they work toward their IEP goals.	96,000	98,730	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We have really focused on pupil learning loss due to distance learning and keeping students engaged. We have used our instructional aides to provide additional tutoring online while we were 100% on Distance Learning - to help with engagement and comprehension. We were able to use the instructional aides and curriculum coach to work with our special educational students and provide them the additional support and work toward their IEP goals.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The most significant challenge in addressing pupil learning loss has been the lack of synchronous instruction and online engagement. EBCA realizes that students learn more effectively during synchronous in person learning. To combat learning loss, EBCA has been

successful in adding instructional aides hours of employment where they can be used more to effectively to provide much needed assistance and intervention to students in need of support. More teachers and students now have that extra support since there are more hours provided by these aides. EBCA has also hired up to 3 residential substitutes who work with our instructional coach as instructional aides and work provide support to students in need. By adding more staff and hours to aid in student intervention, EBCA has been more successful in addressing student learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The challenges of monitoring and supporting the mental health and emotional well-being of EBCA students has been difficult. This is due to the lack of desire of some students to login online due to their lack of engagement and the distractions of life in the home. On the positive side, since the pandemic virus transmission numbers have improved, more students are now in person which makes it easier to connect socially emotionally. EBCA has been sensitive to the social emotional issues that students may be facing during the pandemic. To address the mental health issues of our students, EBCA has maintained a partnership with the All 4 Youth program from the Fresno County of Behavioral Health department. This program allows EBCA to refer students to this program to meet their behavioral health needs. This program has been successful since it not only assesses the needs of the student but also the family. They provide individual, group, and family counseling to our referred student population.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The challenges that we have faced here at EBCA with pupil and family engagement have been due to the Covid-19 restrictions put in place to keep staff and students safe. The normal activities where families would be encouraged to come on to campus have been discouraged, in person parent teacher conferences were moved to online only, student musical performances where the familial community would gather were not planned, and the list goes on. The successes that EBCA had during this time involved our school becoming familiar with more digital ways of communicating with our families. Video messages from our Executive Director to Facebook enabled us to get important news out to parents. Important school meetings requiring parent input were done online using Zoom. Zoom was also used for board meetings, parent conferences, ELAC meetings, LCAP meetings and school site council meetings. The ability to maneuver using more technology to engage families has been successful in making the best out of this pandemic situation.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Fresno Unified School District is in charge of all our child nutrition, and we have worked closely with their Child Nutrition Department to ensure students and community members are receiving meals through distance learning and in-person options. In August we started with only being able to serve our students, so we added additional staff to help serve meals through a drive through process, ensuring that the family has a student enrolled at our school. Later the regulations changed and we were able to serve any community member as long as they were between the ages of 1 year old to 18 years old. When we changed to offering in person learning options, we maintained the community drive up meal options. The in person students received a breakfast upon entering campus and ate in the classroom at 8:00 am. We also served the students a lunch as they are dismissed at 11:00 am. We are grateful for our partnership with Fresno Unified in making sure all students have access to meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	We will continue to provide Truancy and Mediation Liaison to encourage parents and students to be in school and on time, whether it is in-person learning or distance learning. This action is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.	100,000	80,589	Yes
N/A	Retain/hire teachers for all core and elective courses. Maintain/hire necessary support positions for teachers, including clerical, administration, substitute teachers/paraeducator, and related positions.	3,500,000	3,041,099	No
N/A	Our unduplicated population, historically has had the least opportunity to participate in the arts and related electives. EBCA will provide additional courses to all students in art, music, and PE. During this time, core teachers will have release time to collaborate with their grade level focusing on analysis of the unduplicated pupil's performance and strategies for closing the achievement gap. This action is principally directed towards the unduplicated students and effective in meeting their needs for broad course of study, and increasing achievement of students in core and elective courses. It is our expectation that providing these supplemental courses and the release time for core teachers will result in increased CAASPP scores, EL performance on ELPAC, increased EL	475,000	321,178	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	reclassification, and increased exposure to a broad course of study for all unduplicated pupils.			
Distance Learning Program (Distance Learning Professional Development)	Given that our unduplicated student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers for the implementation of common core standards. This action is principally directed towards the unduplicated students and effective in increasing achievement of students in core content areas. It is our expectation that providing additional support and professional development for teachers will result in increased CAASPP scores for all unduplicated students.	150,000	150,463	Yes
N/A	Operation Expenses: Facilities Lease Expense, and other operating expenses such as repairs and maintenance, insurance and utilities.	700,000	714,727	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We were able to utilize our budgeted funds to meet the actions described for additional plan requirements. We over budgeted for some of our salaries expense, although we were able to keep all staff employed and paid during the closure and the beginning of year during 100% distance learning.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

EBCA approached the 2020-21 school year with anticipation that the best laid plans need to be flexible and our staff rose to the challenge of whatever needed to be done to help our students and community. We didn't expect in March 2020 that we would be starting the school year still in distance learning. We applied new methods and expectations to provide our students the best education in a digital environment. We set up schedules for each grade level to meet the instructional minute requirement, and our teachers did an amazing job of trying to get students to participate in this new environment. Each student was given a Chrome Book

and we continue to replace damaged Chrome Books (ensuring all students have the access they need). We have also developed new technology strategies to utilize the devices the students have. We have provided updated technology to our teachers to be more efficient in their online and in-person classrooms such as new Promethean boards in each classroom and additional computer monitors and document cameras. We have acknowledged the new direction that education is taking and embraced resources such as Google Classroom and Zoom to communicate with students. We have also invested in online resources such as Kami, Screencastify, Seesaw, Epic, Kahoot, and Quizizz to support online learning and increase student engagement. The online resources will continue to be utilized in future goals and actions here at EBCA.

We have learned that due to the Covid-19 lockdown and inability of students being able to receive live instruction, that learning loss has taken place. To address student learning loss, EBCA will increase staffing to meet the educational needs of our students. This staffing will range from more instructional aid hours and staff, the addition of certificated tutors, and before and after school staffing. We understand the struggles our student population has experienced during the pandemic and will address their social emotional well being by adding more mentors, continuing our partnership with Fresno County's behavioral All 4 Youth program, and providing professional development for staff so they are better equipped to meet our students social emotional needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed by using informal and formal assessments. EBCA will use local and state assessments to monitor student learning loss and break down data at a subgroup level to create interventions for those student groups or individual students with unique needs. EBCA will use the yearly state assessments, schoolwide monthly math benchmarks, schoolwide quarterly ELA benchmarks, and schoolwide quarterly STAR reading assessments to also inform instruction and create intervention strategies for student groups especially with unique needs. EBCA teachers will informally assess their students on a daily basis and will also gather data from formative and summative classroom assessments to inform their instruction and intervene when necessary.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Our student population consists of 96% unduplicated students and we take extra care to ensure that our students are getting the increased and improved services in our program. We have outside resources for our teachers to use to reach these students, such as teaching support from our Instructional Coach and Curriculum and Instruction Director. We also have staff that monitor attendance and truancy to make sure students are attending class and receiving instruction. We also offer as part of our program additional classes such as Art, Music and PE for all students. These teachers are doing their best to give our students a well rounded education, while offering the teachers time to collaborate.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

We have learned that due to the Covid-19 lockdown and inability of students being able to receive live instruction, that learning loss has taken place. To address student learning loss, EBCA will increase staffing to meet the educational needs of our students. This staffing will range from more instructional aid hours and staff, the addition of certificated tutors, and before and after school staffing. We understand the struggles our student population has experienced during the pandemic and will address their social emotional well being by adding more mentors, continuing our partnership with Fresno County's behavioral All 4 Youth program, and providing professional development for staff so they are better equipped to meet our students social emotional needs.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,252,868.00	4,695,318.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	4,377,418.00	3,931,584.00
	130,200.00	102,258.00
	745,250.00	661,476.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		4,377,418.00	3,931,584.00
		130,200.00	102,258.00
		745,250.00	661,476.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	4,131,193.00	3,754,875.00
Goal 2	35,200.00	18,654.00
Goal 3	983,975.00	833,787.00
Goal 4	102,500.00	88,002.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$120,000.00	\$62,000.00
Distance Learning Program	\$235,000.00	\$537,522.00
Pupil Learning Loss	\$146,000.00	\$145,415.00
Additional Actions and Plan Requirements	\$4,925,000.00	\$4,308,056.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,426,000.00	\$5,052,993.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$50,000.00	\$50,000.00
Distance Learning Program	\$35,000.00	\$39,396.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$4,200,000.00	\$3,755,826.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,285,000.00	\$3,845,222.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$70,000.00	\$12,000.00
Distance Learning Program	\$200,000.00	\$498,126.00
Pupil Learning Loss	\$146,000.00	\$145,415.00
Additional Actions and Plan Requirements	\$725,000.00	\$552,230.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,141,000.00	\$1,207,771.00



Local Control 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
www.myebca.org	Rodolfo Garcia Executive Director/Principal	r.garc@myebca.com (559) 457-2530

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Edison Bethune Charter Academy (EBCA) has an enrollment of 486 in grades TK through -6th grade. Our school is located in Southwest Fresno. The student demographics are as follows: 66% Hispanic, 30% African American, 3% Asian and 1% Other 20% of our students are English Learners, 97% are Socioeconomically Disadvantaged, 8% are Special needs students, and Foster youth students do not comprise a significant sub group. The community of Southwest Fresno embraces our motto, "Each One, Teach One; Each One, Reach One..." by Mary McLeod Bethune, and is proud of the success our school has made since we became a Charter in 1999. EBCA's vision is: "We, the learning community of Edison Bethune Charter Academy, believe all children can learn. By receiving a world class education, all students will be academically prepared to compete globally" and our Mission of: "Edison Bethune Charter Academy's mission is to provide all students with a rigorous standards -based curriculum to achieve success. Every child is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, EBCA is dedicated to providing a world class education to ensure the academic advancement of every child." Our goal is to work together with the help of our community to achieve this mission by providing the best education to each of our students thru technology and the most current curriculum, pedagogical professional development, and parent involvement.

Reflections: Successes

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

EBCA's suspension rate moved from orange to green with an improvement of 3.4%. Chronic absenteeism also improved 1.5% while maintaining yellow status. Even though our math moved from green to orange and our English language arts moved from yellow to orange, they were minimal drops in points with ELA dropping only 0.8 points and math dropping 5.6 points. Our teachers continue to put forth maximum effort in order to prepare students to meet state standards and provide intervention daily to support student achievement. EBCA continues to meet standard in all local indicators with the adoption of all curriculum being state adopted, continuing to find ways to engage parent and families, ensuring that all students have access to a broad course of study, facilities are well maintained, students have all the instructional materials necessary to learn, and academic standards taught daily here are aligned to the California state standards. EBCA continues to maintain a safe and positive climate. Students have access to behavioral support specialists and mentors if they need support social emotionally. Teachers are provided with professional development in order to support their students social emotionally as well. EBCA plans on continuing to provide students with instruction aligned with the state standards and monitoring students to determine academic and social needs that they may have. We will work diligently to provide targeted intervention where needed for all student groups. EBCA will continue to find ways to engage all stakeholder groups to provide our students with a world class education.

Reflections: Identified Need

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

The following performance indicators are from the 2018-19 dashboard. Due to the pandemic we were not able to administer the CAASPP Annual State Assessment in May of 2020. EBCA reported "Orange" on the dashboard for Academic Performance in English Language Arts (ELA) and Mathematics. The ELA academic performance indicator reported 26.1 points below standard, while the growth was maintained at a loss of -0.8 points from the previous year. The Mathematics academic performance indicator reported 27.8 points below standard and a decline of -5.6 points.

LCAP Highlights

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

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

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

- A-G: percentage of pupils with successful course completion

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Edison Bethune Charter Academy (EBCA) administration has presented detailed information to and requested input from the Edison Bethune Charter Academy Board of Directors, all staff, students and parents/community at scheduled meetings. EBCA utilized our Facebook page to publish information regarding reopening of school and what safety measures would be in place due to COVID-19. Our Executive Director/Principal recorded videos sharing information on the ever changing environment due to the pandemic. We also hosted Zoom meetings to go over information with parents and answer any questions that they may have about how their student's education. We also held staff meetings with all staff to review information. Additional LCAP input was gathered year round from public and board members, through the Board Meetings on the fourth Thursday of each month; and meetings with parents on Zoom. EBCA gather student input through surveys and walking through classrooms and talking to the students. Our School Site Council/English Learners Advisory Committee met 4 times to discuss progress towards our goals as well as provide feedback on how effective they felt our actions were in meeting our student's needs. The Edison Bethune Charter Academy administration developed materials for presentations to stakeholders sharing data from Dashboard and updating our actions towards goals. EBCA's current financial obligations were presented and discussed the areas in the budget that are non-negotiable. This information was presented to the stakeholder groups prior to seeking input from each of these groups. The EBCA stakeholders include the classified staff, students, certificated staff, English Learner & Special Education parents, DELAC, SSC, and community. EBCA is a direct funded charter school and does not have any bargaining units. There have been no written comments presented to the Executive Director/Principal, from any of our stakeholder groups, so no written responses were required. Surveys, community priorities were referenced to establish current LCAP goals. Meetings were announced using our Aeries Communication signal kit - through phone calls, text messages and emails, EBCA App, EBCA's website and Facebook, as well as, flyers, personal invitations to stakeholders. The LCAP meetings were held mainly on Zoom at varying times of the day to provide the opportunity for maximum participation. Spanish translation was provided at each meeting. A draft of the LCAP was presented to the DELAC and SSC in May, 2021. No comments were presented to Executive Director/Principal. The draft LCAP was presented at a Public Hearing on May 27, 2021. Public Notice posted on our school website and in the school office. All stakeholders input was and will continue to be considered. The LCAP final draft was revised accordingly and presented to the Governing Board of Edison Bethune Charter Academy for final approved prior to submission to the Fresno County Office of Education on June 17, 2021. Stakeholder groups were asked to give specific input and recommendations as they reflected on the eight state priorities with metrics that EBCA has made towards each. Public notice was given using EBCA's web page with LCAP link inviting all stakeholders input. The public comments dates were May 19th – June 1st, 2021. It was determined that EBCA's LCAP goals were still a reflection of our community's needs and it was determined that EBCA's LCAP goals were appropriate goals and will remain, all actions were implemented and expenditures for those actions are on track.

A summary of the feedback provided by specific stakeholder groups.

The consultations have been extremely important because it gives us the opportunity to validate what we are doing and share our progress. It is an avenue for parents to affirm our direction and provide input in areas that may need to be addressed. Areas that have been highly supported by our stakeholders is funding a field trip at each grade level and classroom supplies, we will continue this in upcoming years. An area that came to our attention was the need to provide more staff time to Instructional aides and seek certificated tutors to help to help mitigate learning loss. Summer school was also important to provide to extending learning opportunities.

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

School climate continues to be a high priority for EBCA. We will continue to look for ways to improve this, and one way we have determined is to maintain and expand our service with Hand to Hand Mentoring. It is an organization that mentors students and supports teachers and parents in social and academic success. Social emotional needs of students has been an area that has needed attention during this pandemic. Hiring more staff perhaps even a fulltime staff member to help address this concern is a goal. Consultations have given us an opportunity to solidify the goals we have set forth in the plan and at the same time allows us to improve or expand on a yearly basis.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed because student achievement data at Edison Bethune Charter Academy (EBCA) shows a need to increase the academic achievement of all students, including unduplicated students and student groups with a performance gap. The action and metrics associated with this goal were chosen specifically to target and improve academic performance of all students while closing the achievement gaps. The metrics will illustrate the year to year growth of both all students and student groups with performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 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: 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				Full Implementation & Sustainability Data Year: 2020-21 Data Source: Dashboard Fall 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced ELA	TBD once results become available Data Year: 2020-21 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available
Smarter Balanced Math	TBD once results become available Data Year: 2020-21 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available
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				Based on 3rd Semester 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
Broad Course of Study	100% Access to a Broad Course of Study				100% Access to a Broad Course of Study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Teacher lesson plans				Data Source: Teacher lesson plans
ELA local benchmarks will be used until Smarter Balanced ELA results become available	Met or Exceeded Standards: All: TBD% EL: TBD% Hispanic: TBD% African American: TBD% Data Year: We were not able to take the ELA benchmark in 2020-21 due to limited instructional time. Data Source: Illuminate				Met or Exceeded Standards: All: TBD% EL: TBD% Hispanic: TBD% African American: TBD% Data Year: 2023-24 Data Source: Illuminate
Math local benchmarks will be used until Smarter Balanced ELA results become available	Met or Exceeded Standards: All: 40% EL: 25% Hispanic: 42% African American: 35% Data Year: 2020-21 Data Source: Illuminate				Met or Exceeded Standards: All: 45% (5% Growth) EL: 30% (5% Growth) Hispanic: 47% (5% Growth) African American: 40% (5% Growth) Data Year: 2023-24 Data Source: Illuminate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Retain/Hire Staff	Retain/hire teachers for all core and elective courses. Maintain/hire necessary support positions for teachers, including clerical, administration, substitute teachers/paraeducator, and related positions.	\$3,000,000.00	No
2	Intervention Tutoring, Collaboration and Broad Course of Study	Our analysis of the CA School Dashboard, we determined that our unduplicated student population must significantly increase achievement in ELA, Mathematics and English Learner Progress. In addition, our unduplicated population, historically has had the least opportunity to participate in the arts and related electives. EBCA will provide additional courses to all students in art, music, and PE. During this time, core teachers will have release time to collaborate with their grade level focusing on analysis of the unduplicated pupil's performance and strategies for closing the achievement gap. In addition, the teachers for art, music and PE will provide intervention tutoring to low performing students in pull-out small group instruction. This action is principally directed towards the unduplicated students and effective in meeting their needs for broad course of study, and increasing achievement of students in core and elective courses. It is our expectation that providing these supplemental courses and the release time for core teachers will result in increased CAASPP scores, EL performance on ELPAC, increased EL reclassification, and increased exposure to a broad course of study for all unduplicated pupils.	\$500,000.00	Yes
3	Technology Resources	Our analysis of the CA School Dashboard, we determined that our unduplicated student population must significantly increase achievement in ELA, Mathematics and English Learner Progress. To address this need, EBCA will update technology resources available in each classroom for Common Core and Smarter Balance Testing. These resources are intended for remedial and extended -hour education of unduplicated pupils, but may be used by other student groups when not serving unduplicated pupils specifically. It is our expectation that providing the additional technology will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.	\$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Curriculum & Instruction Director	Given that our unduplicated student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will continue to provide Curriculum and Instruction Director to provide leadership, professional development, and instructional coaching to all teachers for the implementation of common core standards. This action is principally directed towards the unduplicated students and effective in increasing achievement of students in core content areas. It is our expectation that providing additional support and professional development for teachers will result in increased CAASPP scores for all unduplicated students.	\$155,000.00	Yes
5	Assessment System - Illuminate	A review of the CA Schools Dashboard data show our unduplicated pupils are not achieving academic standards as measured by the CAASPP in math and ELA. To increase opportunities for learning, bring the pupils closer to meeting standards, and close the achievement gap, EBCA will purchase Illuminate Assessment System. This action will assist teachers with providing instruction that is targeted to meeting the specific learning needs to our most at risk students by revealing in detail the learning gaps of each student and to better prepare our students for the CAASPP test.	\$5,700.00	Yes
6	Instructional Coach and Instructional Aides	A review of the CA Schools Dashboard data show our unduplicated pupils are not achieving academic standards as measured by the CAASPP in math and ELA. To assist teachers increase opportunities for learning, bring the pupils closer to meeting standards, and close the achievement gap, EBCA will maintain an instructional coach to work with our teachers in implementing new strategies to reach students who are struggling. EBCA will also provide instructional aides to help provide supplemental tutoring for struggling students. This action will assist teachers with providing instruction that is targeted to meeting the specific learning needs to our most at risk students by revealing in detail the learning gaps of each student and to better prepare our students for the CAASPP test.	\$158,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.	Initial Implementation Data Year: 2020-21 Data Source: Dashboard Fall 2021				Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement Classes and Fingerprinting	To better serve our unduplicated students who historically have low parent participation, we want to increase parent involvement by offering incentives and resources. Opportunities for parents include but are not limited to: Parent/Teacher Conferences (3 times a year) and Field Trips - fingerprint processing fees. In addition, we will contract with Fresno County Office of Education to provide parent involvement classes to interested parents. Increased parent involvement is shown to help students who are struggling	\$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academically and/or socially. This action focuses on the needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students' needs and EBCA's goals to close the achievement gaps for its at -risk unduplicated pupils. It is our expectation that providing incentives and resources, parents can better support the needs of our unduplicated students by increasing attendance, and academic performance.		
2	Parent/Student Handbook	In order to support both parents and students, EBCA will provide printed copies of Parent Student Handbook for every student (also accessible on our webpage). This action is intended to improve student and parent involvement through clear communication between parents and EBCA.	\$5,000.00	No
4	Parent Communication	To better serve our unduplicated students who historically have low parent participation, we want to increase parent involvement by many avenues to keep parents informed. These avenues include Parent Square through our attendance system Aeries, Aeries Parent Portal for access to grades and attendance, Facebook, our webpage - www.myebca.org, and through our School App, which pushes notifications to parents of events on a daily basis. Increased communication gives parents the opportunity to be actively involved in their student's education and be informed about school activities. This action focuses on the needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students' needs and EBCA's goals to close the achievement gaps for its at -risk unduplicated pupils. It is our expectation that providing the better communication to parents will better support the needs of our unduplicated students by increasing attendance, and academic performance, and decreasing behavior issues such as suspension.	\$5,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to promote a safe and healthy environment at Edison Bethune Charter Academy (EBCA) to increase the social, emotional and academic success of all students, including unduplicated students and student groups with a performance gap. The action and metrics associated with this goal were chosen specifically to target and improve to social, emotional and academic performance of all students by improving the school environment. The metrics will illustrate the year to year growth of both all students and student groups with performance gaps.

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Truancy Mediation Liaison	The unduplicated student population’s academic and ELD performance is dependent on attending school, we will continue to provide Truancy and Mediation Liaison to encourage parents and students to be in school and on time. This action is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.	\$85,000.00	Yes
2	Athletic Programs	In order to increase achievement and student attendance rates for our unduplicated student population, EBCA will provide extra-curricular athletic programs for students. This action focuses on the needs of our unduplicated population and principally directed towards unduplicated pupils and is effective in meeting the students’ needs by motivating	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		them and increasing school spirit, as well as, EBCA's goals to close the achievement gaps for its at -risk unduplicated pupils. It is our expectation that students will be more engaged, have higher attendance, and therefore, improve academically.		
3	Licensed Vocational Nurse (LVN)	The unduplicated student population's academic and ELD performance is dependent on attending school, we will continue to provide a full time Licensed Vocational Nurse (LVN) to assist students with any health needs and provide parents with assurance that their student is being properly cared for. In addition, we will contract with FCOE to provide Registered Nurse services to perform health screenings and assist with IEP when needed. These actions is principally directed towards the unduplicated students and effective in increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional support to our parents and students will result in increased student attendance and reduce chronic absenteeism.	\$70,000.00	Yes
4	Grade Level Field Trips	Given that our unduplicated student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will coordinate educational field trips for each grade level. This action is principally directed towards the unduplicated students and effective in increasing achievement on the CAASPP and the ELPAC due to providing hands on learning environment and opportunity for students to experience something new. It is our expectation that providing educational field trips will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.	\$35,000.00	Yes
5	Noon Time Assistant Supervision	The unduplicated student population's opinion of school climate is dependent on feeling safe and connected. We will continue to provide Noon Time Supervision and increased equipment and games to help unduplicated students to feel safe in school and connected by being involved in school activities. These actions is principally directed	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		towards the unduplicated students and effective in improving school climate and increasing student attendance and reducing chronic absenteeism. It is our expectation that providing additional supervision and activities for to our students will result in reduced suspensions, increased student attendance, reduce chronic absenteeism, and the overall safety of students on campus.		
6	Facilities and Operational Expense	Facilities Lease Expense, and other operating expenses such as repairs and maintenance, insurance and utilities.	\$750,000.00	No
7	Positive Behavior Incentives	The unduplicated student population's academic and ELD performance is dependent on attending school, and having good behavior. We will continue to use restorative justice models of Discipline that restores, and Time to Teach, and Positive Behavior Incentives. This action is principally directed towards the unduplicated students and effective in decreasing suspensions and expulsions, and improving school safety and connectedness. We believe that equipping our staff with these strategies, and infusing our school with positive behavior, will result in a better learning environment and increased academic scores.	\$2,000.00	Yes
8	Student Information System - Aeries	We will update our student information system – Aeries. The system will help to better track our student's information according to the California requirements.	\$5,000.00	No
9	Hand in Hand Mentoring program	The unduplicated student population's academic and ELD performance is dependent on attending school, and having good behavior. We will work with Joint Opportunities – Hand in Hand Mentoring program. Their mission is to build academic success through mentoring programs in Fresno's high need elementary and middle schools. This action is principally directed towards the unduplicated students and effective in increasing student attendance, reducing chronic absenteeism, and effective in decreasing	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		suspensions and expulsions, and improving school safety and connectedness. It is our expectation that providing additional support to our parents, students and staff will result in increased student attendance, reduce chronic absenteeism and infusing our school with positive behavior which will result in a better learning environment and increased academic scores.		

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward English Proficiency	40% Data Year: Spring 2019 & 2020 Data Source: Summative ELPAC/2019-20 Dashboard				50% Data Year: Spring 2022 & 2023 Data Source: Summative ELPAC/2022-23 Dashboard
EL Reclassification Rate	13.2% Data Year: 2019-20 Data Source: Data Quest				21% Data Year: 2022-23 Data Source: Data Quest

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELD Classroom Observation	Given that our EL population’s academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>provide an instructional coach and Curriculum and Instruction Director to provide classroom observation during ELD and core instruction times. This will help ensure the validity of the program and provide teachers coaching and feedback when needed. Based on classroom observations, professional development will be provided to staff members to help them improve instructional methods to increase academic achievement within our EL population. The instructional coach will also oversee the administration of the ELPAC, train test administrators, and monitor reclassifications. This action is principally directed towards the EL students and effective in increasing achievement on the CAASPP and the ELPAC due to the proper implementation of English Language Development in the classroom. It is our expectation that providing this additional support will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.</p>		
2	EL Intervention Programs and Library Resources	<p>Given that our unduplicated and EL student population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will provide intervention programs such as the LAS Links EL assessment program, Read 180, I--Read, and Accelerated Reader. In addition, we want to invest in our library by purchasing more books and supplies and provide opportunities for all unduplicated students to increase their reading comprehension. The intervention programs will be used in the classroom and as part of our pull out program. We will also use our instructional coach to pull small groups of EL students to practice language acquisition skills and provide professional development to the staff to reinforce EL teaching strategies. Integrated and designated ELD will be emphasized and practiced on a daily basis to provide the much needed language foundation for our EL learners and to help them progress to resignation. This action is principally directed towards the unduplicated and EL students and effective in increasing achievement on the CAASPP and the ELPAC due additional intervention for students who are struggling in English Language Arts. It is our expectation that providing the additional intervention will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.</p>	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Teachers Provide ELD Instruction	Given that our EL population's academic and ELD performance is in the low category as revealed on the CA School Dashboard, we will provide designated and integrated English Language Development instruction every day. Deployment by levels will help to ensure that students receive valuable designated ELD instruction daily at their appropriate EL levels. Teachers will use state adopted curriculum which embeds EL leveled strategies to teach new concepts to EL learners. This action is principally directed towards the EL students and effective in increasing achievement on the CAASPP and the ELPAC due to the proper implementation of English Language Development (ELD) in the classroom. It is our expectation that providing this daily designated ELD will result in increased CAASPP scores, EL performance on ELPAC, and increased EL reclassification.	\$100,000.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.39%	\$1,440,128

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the state, Edison Bethune Charter Academy has calculated that it will receive \$1,440,128 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The supporting details of these actions and expenditures are specific to each action in the LCAP. The English learners, low-income, and foster youth student groups are collectively referred to as “unduplicated students”. Each group’s specific needs are addressed and located in the Goals and Actions section of this plan. These actions are increased or improved beyond actions provided as part of our base program for all students and are carefully designed to serve our most at-risk population of English learners, low-income, and foster youth. Each “contributing” action is designed intentionally to support the identified group(s) needs in order to close equity and achievement/performance gaps. All actions and expenditures of funds marked as “contributing” to increased or improved services focus on opportunities to serve our foster youth, English learners, and/or low-income students as identified by a thorough needs assessment that included a careful analysis of data and meaningful input from our stakeholder engagement and input. Identified below are the “contributing” actions:

Goal.Action, Action Title

- 1.2, Specialist Intervention & Collaboration
- 1.3, Technology Resources
- 1.4, Curriculum & Instruction Director
- 1.6, Assessment System - Illuminate
- 1.7, Instructional Coach and Instructional Aides
- 2.1, Parent Involvements Classes
- 2.3, Parent Communication System
- 3.1, Truancy Mediation Liaison
- 3.2, Athletic Programs
- 3.3, Licensed Vocational Nurse (LVN)
- 3.4, Grade Level Field Trips
- 3.5, Noon Time Assistant Supervision
- 3.7, Positive Behavior Incentives
- 3.9, Hand to Hand Mentoring Program
- 4.1, ELD Classroom Observation
- 4.2, EL Intervention Programs and Library Resources
- 4.3, Teachers provide daily ELD Instruction

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

The actions listed above are all principally directed toward our unduplicated student population and designed to help Edison Bethune Charter Academy be effective in meeting the goals reflected in the LCAP and meet the identified needs of unduplicated student population. Each action marked as “contributing” contains the explanation and required justification of how that specific action is principally directed toward the unduplicated student population and effective in helping those students close nay identified equity and performance gaps and meet the goals of our district for those student groups. These actions are targeted to unduplicated group(s) or provided on a school-wide or districtwide basis in order increase their efficiency of delivery and effectiveness.

The percentage to increase or improve services has been calculated at 36.39% using the dollar amount of \$1,440,128. By expending all of the allocated supplemental and concertation funds on actions principally directed toward our unduplicated students, the district has increased or improved services to unduplicated students by at least the percentage calculated above as compared to the services provided for all students in the LCAP year. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$1,405,000 on actions and/or services principally directed towards the unduplicated student population as explained in detail in every “contributing” action in this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$5,200,200.00			\$248,000.00	\$5,448,200.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$4,203,000.00	\$1,245,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Retain/Hire Staff	\$3,000,000.00				\$3,000,000.00
1	2	English Foster Youth Low Income	Intervention Tutoring, Collaboration and Broad Course of Study	\$375,000.00			\$125,000.00	\$500,000.00
1	3	English Foster Youth Low Income	Technology Resources	\$250,000.00				\$250,000.00
1	4	English Foster Youth Low Income	Curriculum & Instruction Director	\$155,000.00				\$155,000.00
1	5	English Foster Youth Low Income	Assessment System - Illuminate	\$5,700.00				\$5,700.00
1	6	English Foster Youth Low Income	Instructional Coach and Instructional Aides	\$100,000.00			\$58,000.00	\$158,000.00
2	1	English Foster Youth Low Income	Parent Involvement Classes and Fingerprinting	\$22,500.00				\$22,500.00
2	2	All	Parent/Student Handbook	\$5,000.00				\$5,000.00
2	4	English Foster Youth Low Income	Parent Communication	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Foster Youth Low Income	Truancy Mediation Liaison	\$20,000.00			\$65,000.00	\$85,000.00
3	2	English Foster Youth Low Income	Athletic Programs	\$10,000.00				\$10,000.00
3	3	English Foster Youth Low Income	Licensed Vocational Nurse (LVN)	\$70,000.00				\$70,000.00
3	4	English Foster Youth Low Income	Grade Level Field Trips	\$35,000.00				\$35,000.00
3	5	English Foster Youth Low Income	Noon Time Assistant Supervision	\$70,000.00				\$70,000.00
3	6	All	Facilities and Operational Expense	\$750,000.00				\$750,000.00
3	7	English Foster Youth Low Income	Positive Behavior Incentives	\$2,000.00				\$2,000.00
3	8	All	Student Information System - Aeries	\$5,000.00				\$5,000.00
3	9	English Foster Youth Low Income	Hand in Hand Mentoring program	\$100,000.00				\$100,000.00
4	1	English	ELD Classroom Observation	\$55,000.00				\$55,000.00
4	2	English Foster Youth Low Income	EL Intervention Programs and Library Resources	\$65,000.00				\$65,000.00
4	3	English	Teachers Provide ELD Instruction	\$100,000.00				\$100,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,440,200.00	\$1,688,200.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$155,000.00	\$155,000.00
Schoolwide Total:	\$1,285,200.00	\$1,533,200.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Intervention Tutoring, Collaboration and Broad Course of Study	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$375,000.00	\$500,000.00
1	3	Technology Resources	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$250,000.00	\$250,000.00
1	4	Curriculum & Instruction Director	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$155,000.00	\$155,000.00
1	5	Assessment System - Illuminate	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,700.00	\$5,700.00
1	6	Instructional Coach and Instructional Aides	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$158,000.00
2	1	Parent Involvement Classes and Fingerprinting	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$22,500.00	\$22,500.00
2	4	Parent Communication	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Truancy Mediation Liaison	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$85,000.00
3	2	Athletic Programs	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
3	3	Licensed Vocational Nurse (LVN)	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
3	4	Grade Level Field Trips	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
3	5	Noon Time Assistant Supervision	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
3	7	Positive Behavior Incentives	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
3	9	Hand in Hand Mentoring program	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
4	1	ELD Classroom Observation	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$55,000.00	\$55,000.00
4	2	EL Intervention Programs and Library Resources	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$65,000.00
4	3	Teachers Provide ELD Instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100,000.00	\$100,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.