



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on June 16, 2023 at 8:24 PM PDT

Date and Time

Thursday June 22, 2023 at 9:30 AM PDT

Location

Excel Academy Charter School
|
1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

39251 Camino Las Hoyas
Indio, CA 92203

Zoom Meeting Information:

Dial In: +1 669 444 9171

Meeting ID: 844 2497 6804

Zoom Link: <https://us06web.zoom.us/j/84424976804>

MISSION STATEMENT

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Excel Academy Charter Schools.

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:30 AM
A. Call the Meeting to Order		William Hall	1 m
B. Record Attendance		William Hall	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Susan Houle, Member			
Larry Alvarado, Member			
II. Pledge of Allegiance			9:32 AM
A. Led by Board President or designee.		William Hall	1 m
III. Approve/Adopt Agenda			9:33 AM
A. Agenda	Vote	William Hall	1 m

	Purpose	Presenter	Time
<p>It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 22, 2023.</p>			

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

IV. Approve Minutes

9:34 AM

<p>A. Minutes of the Regular Board Meeting held on June 15, 2023</p>	<p>Approve Minutes</p>	<p>William Hall</p>	<p>1 m</p>
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Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

V. Public Comment - Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board’s jurisdiction under Public Comments/Recognition/Reports.

VI. Adjourn to Closed Session

9:35 AM

<p>A. The Board will consider and may act on any of the Closed Session matters.</p>	<p>Vote</p>	<p>1 m</p>
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Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

	Purpose	Presenter	Time
<p>Susan Houle Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
VII. Closed Session			9:36 AM
A. Closed Session	Discuss		10 m
<p>1. Conference with Legal Counsel - Existing Litigation (Gov. Code Section 54956.9(d) (1))</p> <p style="padding-left: 40px;">TR v. The Collaborative Charter Services Organization, et al YL v. The Collaborative Charter Services Organization, et al</p>			
VIII. Reconvene Regular Meeting			9:46 AM
A. Report out any action taken in closed session.	Discuss	William Hall	1 m
IX. Public Comments/Recognition/Reports			
<p>Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.</p>			
X. Consent			9:47 AM
<p>Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.</p>			
A. Consent - Business/Financial Services			
<p>1. Cash Payments - June 2023</p>			

	Purpose	Presenter	Time
B.	Consent - Personnel Services	Vote	1 m
	1. Approval of Certificated Personnel Report		
	2. Approval of Classified Personnel Report		

Consent items listed under A through B are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XI. Business/Financial Services 9:48 AM

A.	Budget Adoption 2023-24	Vote	Joe Sorrera	2 m
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It is recommended the Board adopt the budget for Excel Academy Charter Schools for the 2023-24 school year.

- a. 2023-24 Preliminary Budget
- b. 2022-23 Education Protection Account (EPA) Plan Actuals (Helendale)
- c. 2022-23 Education Protection Account (EPA) Plan Actuals (Warner)
- d. 2023-24 Education Protection Account (EPA) Multi-Year Plan (Helendale)
- e. 2023-24 Education Protection Account (EPA) Multi-Year Plan (Warner)
- f. 2023-24 Local Control Funding Formula (LCFF) Budget Overview for Parents (Helendale)
- g. 2023-24 Local Control Funding Formula (LCFF) Budget Overview for Parents (Warner)

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

	Purpose	Presenter	Time
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
B. Approval of Board of Directors Stipend Increase	Vote	Heidi Gasca	3 m
It is recommended the Board approve the Board of Directors Stipend Increase for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).			

Fiscal Impact: \$3,000.00
 Warner (#2053): \$1,980.00
 Helendale (#2073): \$1,020.00

Roll Call Vote:

- William Hall
- Michael Humphrey
- Steve Fraire
- Susan Houle
- Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Education/Student Services 9:53 AM

A. Approval of the Local Indicators and Local Control & Accountability Plan (LCAP) 2023-24	Vote	Heidi Gasca	3 m
It is recommended the Board approve the LCAP for Excel Academy Charter Schools for the 2023-24 school year.			

- a. 2023-24 LCAP Plan (Helendale)
- b. 2023-24 LCAP Plan (Warner)

Roll Call Vote:

- William Hall
- Michael Humphrey
- Steve Fraire
- Susan Houle
- Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Organizational Structure of the Board 9:56 AM

A. Approval of the revisions to the Board of Directors Manual	Vote	Heidi Gasca	3 m
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Purpose	Presenter	Time
It is recommended the Board approve the revisions to the Board of Directors Manual for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).		

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIV. Personnel Services

9:59 AM

A. Approval of Employment Agreement for Heidi Gasca, Executive Director/CEO, July 1, 2023 through June 30, 2025	Vote	Heidi Gasca	5 m
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It is recommended the Board approve the Employment Agreement for Heidi Gasca, Executive Director/CEO, for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053), effective July 1, 2023 through June 30, 2025.

a. Employment Agreement

- Certificated Administrative Salary Schedule
- Job Description - Executive Director
- Contract

Fiscal Impact: \$197,923.00

Warner (#2053): \$130,629.18

Helendale (#2073): \$67,293.82

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XV. Calendar

Purpose	Presenter	Time
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The next scheduled Study Session will be held on August 10, 2023.

XVI. Comments		10:04 AM
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- | | | |
|-------------------|-------------|-----|
| A. Board Comments | | 3 m |
| B. CEO Comments | Heidi Gasca | 2 m |

XVII. Closing Items		10:09 AM
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- | | | |
|---|------|--|
| A. Adjourn Meeting | Vote | |
| Roll Call Vote: | | |
| William Hall | | |
| Michael Humphrey | | |
| Steve Fraire | | |
| Susan Houle | | |
| Larry Alvarado | | |
| Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____ | | |

FOR MORE INFORMATION

For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

Minutes of the Regular Board Meeting held on June 15, 2023

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board Meeting held on June 15, 2023
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on June 15, 2023

APPROVED



Excel Academy (CA)

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday June 15, 2023 at 11:10 AM

Location

Excel Academy Charter School
1 Technology Drive, Ste I-811
Irvine, CA 92618

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Zoom Meeting Information:

Dial In: +1 669 444 9171 US

Meeting ID: 846 3469 9861

Zoom URL: <https://us06web.zoom.us/j/84634699861>

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Directors Present

M. Humphrey, S. Fraire, S. Houle, W. Hall

Directors Absent

L. Alvarado

Guests Present

H. Gasca (remote), L. Hansen (remote)

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Excel Academy (CA) to order on Thursday Jun 15, 2023 at 11:10 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Agenda

M. Humphrey made a motion to Bill Hall.
S. Fraire seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Fraire	Aye
L. Alvarado	Absent
W. Hall	Aye
M. Humphrey	Aye
S. Houle	Aye

III. Approve Minutes

A. Minutes of the Regular Board Meeting held on May 11, 2023

S. Houle made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-11-23.

S. Fraire seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

W. Hall	Aye
S. Houle	Aye
M. Humphrey	Aye
L. Alvarado	Absent
S. Fraire	Aye

IV. Adjourn to Closed Session

A. The Board will consider and may act on any of the Closed Session matters.

S. Houle made a motion to Bill Hall.

S. Fraire seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Alvarado	Absent
S. Houle	Aye
W. Hall	Aye
S. Fraire	Aye
M. Humphrey	Aye

V. Reconvene Regular Meeting

A. Report out any action taken in closed session.

No actions were taken during closed session.

VI. Correspondence/Proposals/Reports

A. School Highlights - Presented by Heidi Gasca, Executive Director/CEO

Heidi shared highlights from the month of May.

B. Year in Review - Video

VII. Consent

A.

Consent - Business/Financial Services

1. Approved the Check Register - May 2023
2. Approved the Cash Payments - May 2023
3. Approved the increased agreement with CliftonLarsonAllen (CLA)
4. Approved theHatch & Cesario Agreement for Legal Services for 2023-2024

B. Consent - Education Student/Services

1. Approved the English Learner Master Plan

C. Consent - Personnel Services

1. Approved the Certificated Personnel Report
2. Approved the Classified Personnel Report
3. Approved the Job Descriptions
4. Approved the Teacher of Record Manual for 2023-2024
5. Approved the Virtual Teacher of Record Manual for 2023-2024

D. Consent Items - Policy Development

M. Humphrey made a motion to Bill Hall.
S. Fraire seconded the motion.
Approved the revised and reviewed board policies.
The board **VOTED** to approve the motion.

Roll Call

S. Houle	Aye
W. Hall	Aye
M. Humphrey	Aye
S. Fraire	Aye
L. Alvarado	Absent

VIII. Business/Financial Services

A. Approval of Additional Chromebooks Purchase

S. Houle made a motion to Bill Hall.
S. Fraire seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Alvarado	Absent
S. Fraire	Aye
W. Hall	Aye
M. Humphrey	Aye
S. Houle	Aye

B.

Approval of Macbook Laptop Purchase for Staff

S. Houle made a motion to Bill Hall.

M. Humphrey seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

M. Humphrey	Aye
W. Hall	Aye
S. Fraire	Aye
L. Alvarado	Absent
S. Houle	Aye

IX. Personnel Services

A. Approval of the One-Time Bonus for Universal Pre-Kindergarten (UPK) Teachers for 2023-24

M. Humphrey made a motion to Bill Hall.

S. Houle seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

W. Hall	Aye
M. Humphrey	Aye
S. Fraire	Aye
L. Alvarado	Absent
S. Houle	Aye

B. Approval of CharterLIFE Benefits (Renewal)

S. Fraire made a motion to Bill Hall.

S. Houle seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Alvarado	Absent
M. Humphrey	Aye
S. Fraire	Aye
S. Houle	Aye
W. Hall	Aye

X. Public Hearing

A. Local Indicators and Local Control & Accountability Plan (LCAP) 2023-24

Hearing Opened at 12:03pm

Hearing Closed at 12:15pm

B. Proposed Budget 2023-2024

Hearing Opened at 12:16pm

Hearing Closed at 12:32pm

XI. Comments

A. Board Comments

The Board complimented the school on all its successes, all of the staff and parent survey ratings, and the 10 year staff awardees. They remarked on how positive the school year was and appreciate the effort that went into the opportunities for students, such as prom and theater arts.

B. CEO Comments

Heidi took a moment to appreciate each member of the Board and thank them for all they have done to impact the school and her as a leader.

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:39 PM.

Respectfully Submitted,
W. Hall

FOR MORE INFORMATION

For more information concerning this agenda, contact
Excel Academy Charter School.

Coversheet

Consent - Business/Financial Services

Section: X. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: 6.09.23 Cash Requirements Statement.pdf

BACKGROUND:

As the School's insurance broker, Bolton & Company completed the annual process to review and negotiate renewal rates for all insurance policies held by Corporation. An Executive Summary listing the change in rates has been provided to the Board. Upon approval, the renewal rates will take effect July 1, 2023.

It is recommended the Board approve the renewal rates for all property and casualty insurance policies for the 2023-2024 school year including: Property, General Liability, Automobile, Umbrella Liability, Educators Legal Liability, Directors and Officers, Employment Practices Liability, Workers' Compensation, Student Accident, and Cyber Security.

Cash Requirements Statement**COMMUNITY COLLABORATIVE CHARTER SCH**

Transaction #: 7152C4AF9

Period Ending: 05/31/2023

Check Date: 06/09/2023

Client: 0BK94

EIN: 47-4121751

PAYCOM Impound Date: 06/09/2023

*A wire request for \$38,490.32 will be sent to your bank on 06/08/2023***Items**

Checks / Vouchers	20
Additional Direct Deposit Accounts	1

Billing

Check Processing/Tax Service	567.31
Direct Deposit	7.25
Jurisdiction Filing	42.00
Garnishment Fee this Payroll	No Charge
Total Billing	<u>616.56</u>

Tax Deposits

	Employee Deductions	Employer Liability	Total Deposit
FICA/Social Security	1,702.28	1,702.28	3,404.56
Medicare	532.24	532.24	1,064.48
Federal W/H Tax	2,014.20		2,014.20
California W/H Next Day	917.11		917.11
California SDI Next Day	333.09		333.09
California ETT Qtrly		2.54	2.54
California SUTA		55.77	55.77
Total Tax Deposits	<u>5,498.92</u>	<u>2,292.83</u>	<u>7,791.75</u>

Paycom Cash Requirements

Net Direct Deposits - Paycom Pay	28,456.05
Direct Deposit Distribution - Paycom Pay	1,625.96
Taxes - PAYCOM Resp.	7,791.75
Payroll Fee	616.56
Total Paycom Cash Requirements	<u>38,490.32</u>

Total Cash Requirements38,490.32

Coversheet

Budget Adoption 2023-24

Section: XI. Business/Financial Services

Item: A. Budget Adoption 2023-24

Purpose: Vote

Submitted by:

Related Material:

FY24 Adopted Budget Combined (1).pdf

FY24 Adopted Budget Helendale (1).pdf

Warner-EPA Expenditure Plan (1).pdf

FY24 Adopted Budget Warner (1).pdf

Warner-EPA Expenditure Plan Agenda Item (1).pdf

Helendale - EPA Expenditure Plan (1).pdf

2023_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20230608_FINAL.pdf

2023_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Warner_20230609_FINAL.pdf

BACKGROUND:

This budget comprehensively represents the projected revenues and expenditures for the upcoming 2023-24 school year and the estimations for the subsequent 2024/25 and 2025/26 years. The revenue forecasts have been formulated by considering the governor's May revision of his initial budget proposal and our enrollment predictions spanning this three-year timeframe. Accordingly, the revenues and expenditure projections are guided by the principles outlined below:

- COLA - 8.22% for FY2023-24 and Zero for the next two year
- Project Enrollment of 1,650 and a 1% increase for the next two years
- Projected Attendance Rate (ADA) of 98%
- Unduplicated Pupil percentage of 47.75% for Helendale and 37.30% for Warner
- Step and Column Increase of 3% for FY2023-24
- STRS contribution rate of 19.10%

Our multi-year projection indicates our ability to maintain the minimum required reserve of 15% for economic uncertainties. Based on this, we are confident in receiving approval for our budget from the authorizing districts.

It is important to note that the budget will be periodically updated throughout the year during our First and Second Interim reporting periods. These updates will incorporate actual revenue and expenditure figures, as well as enrollment and attendance data, and any necessary adjustments stemming from changes to our assumptions.

Description	Adopted Budget FY2023-24 Combined	Adopted Budget FY2023-24 Combined	Adopted Budget FY2023-24 Combined
Enrollment - Projected	1,650	1,667	1,683
Average Daily Attendance (P-2 Projected)	1,617	1,633	1,650
COLA	8.22%	0.00%	0.00%
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	17,883,493	18,156,509	18,346,081
8012 Education Protection Account	323,386	326,620	329,886
8096 Funding in Lieu of Property Taxes	924,373	924,073	924,073
TTL General Purpose Entitlement	19,131,252	19,407,202	19,600,040
Federal Revenue			
8181 Federal IDEA SpEd Revenue	283,539	286,374	289,238
8290 Other Federal Revenue	253,594	256,130	258,691
TTL Federal Revenue	537,133	542,504	547,929
Other State Revenue			
8311 AB602 State SpEd Revenue	1,226,320	1,238,583	1,250,969
8550 Mandated Cost Reimbursements	41,704	42,122	42,543
8560 State Lottery Revenue	383,229	387,061	390,932
8590 Other State Revenue	1,149,950	1,161,450	1,173,064
TTL Other State Revenue	2,801,203	2,829,216	2,857,508
Other Local Revenue			
8660 Interest Income	30,000	30,000	30,000
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0
TTL Other Local Revenue	30,000	30,000	30,000
TTL REVENUES	22,499,588	22,808,922	23,035,477

EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	6,631,098	6,796,875	6,932,813
1200 Student Support	831,618	852,408	869,457
1300 Certificated Administrators	1,597,086	1,637,013	1,669,753
1900 Other Certificated Salaries	160,528	164,541	167,832
TTL Certificated Salaries	9,220,330	9,450,838	9,639,855
2000 - Non - Certificated Salaries			
2100 Instructional Aides	152,528	156,341	159,468
2300 Classified Administrators	550,692	564,459	575,748
2400 Clerical & Technical Staff	717,773	735,717	750,432
TTL Non - Certificated Salaries	1,420,993	1,456,518	1,485,648
3000 - Employee Benefits			
3101 STRS Certificated	1,761,082	1,805,109	1,841,211
3300 OASDI/Medicare	246,618	252,783	257,839
3400 Health and Welfare	1,372,801	1,407,121	1,435,263
3500 Unemployment Insurance	14,769	15,138	15,441
3600 Workers' Comp Certificated	65,408	67,043	68,384
3901 Other Benefits	167,502	171,690	175,123
TTL Employee Benefits	3,628,180	3,718,885	3,793,262
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	1,496,640	1,534,056	1,564,737
4300 Materials & Supplies	323,675	331,767	338,402
4310 Instructional Materials	1,385,697	1,420,339	1,448,746
4320 Office Supplies	12,500	12,813	13,069
4330 Meals & Events	20,100	20,603	21,015
4350 Other Supplies - Materials & Supplies	6,385	6,545	6,676
4400 Non - Capitalized Equipment - Staff	32,700	33,518	34,188
TTL Books/Supplies/Materials	3,277,697	3,359,639	3,426,832

5000 - Services & Operations			
5100 Subagreements For Services	200,000	205,000	209,100
5200 Travel & Conferences	166,132	170,285	173,691
5300 Dues & Memberships	18,000	18,450	18,819
5400 Insurance	118,608	121,573	124,005
5610 Facility Rents & Leases	154,168	158,022	161,183
5800 Professional Services - Non - instructional	163,108	167,186	170,529
5810 Legal	300,000	307,500	313,650
5820 Audit & CPA	30,668	31,435	32,063
5830 Non-Instructional Software Licenses/Fees	138,200	141,655	144,488
5840 Advertising & Recruitment	69,919	71,667	73,100
5841 Community Marketing	39,180	40,160	40,963
5850 Oversight Fees	380,121	389,624	397,417
5870 Live Scan Finger printing	400	410	418
5878 Testing & Assessments	48,563	49,777	50,773
5880 Instructional Vendors & Consultants	2,462,295	2,523,852	2,574,329
5890 Misc Other Outside Services	8,508	8,721	8,895
5930 Postage	13,400	13,735	14,010
5940 Technology Services	150,725	154,493	157,583
TTL Services & Operations	4,461,995	4,573,545	4,665,016
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	22,009,195	22,559,425	23,010,614
Description	Adopted Budget FY2023-24 Combined	Adopted Budget FY2023-24 Combined	Adopted Budget FY2023-24 Combined
REVENUES LESS EXPENDITURES	490,393	249,497	24,863
BEGINNING BALANCE	4,947,201	5,437,594	5,687,091
ENDING BALANCE	5,437,594	5,687,091	5,711,954
ENDING BALANCE AS % OF EXPENDITURES	24.71%	25.21%	24.82%

Description	Helendale Adopted Budget FY2023-24	FY2023-24 Helendale Restricted	FY2023-24 Helendale Unrestricted
Enrollment - Projected	561		
Average Daily Attendance (P-2 Projected)	550		
COLA	8.22%		
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	6,393,611	0	6,393,611
8012 Education Protection Account	110,274	0	110,274
8096 Funding in Lieu of Property Taxes	107,674	0	107,674
TTL General Purpose Entitlement	6,611,559	0	6,611,559
Federal Revenue			
8181 Federal IDEA SpEd Revenue	107,375	107,375	0
8290 Other Federal Revenue	86,472	86,472	0
TTL Federal Revenue	193,847	193,847	0
Other State Revenue			
8311 AB602 State SpEd Revenue	338,150	338,150	0
8550 Mandated Cost Reimbursements	14,187	0	14,187
8560 State Lottery Revenue	130,587	36,917	93,670
8590 Other State Revenue	457,745	457,745	0
TTL Other State Revenue	940,669	832,812	107,857
Other Local Revenue			
8660 Interest Income	10,200	0	10,200
8980 Contributions to Restricted Programs	0	305,827	-305,827
TTL Other Local Revenue	10,200	305,827	-295,627
TTL REVENUES	7,756,275	1,332,486	6,423,789

EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	2,262,398	319,754	1,942,644
1200 Student Support	282,750	114,914	167,836
1300 Certificated Administrators	543,009	167,560	375,449
1900 Other Certificated Salaries	54,580	0	54,580
TTL Certificated Salaries	3,142,737	602,228	2,540,509
2000 - Non - Certificated Salaries			
2100 Instructional Aides	51,859	51,859	0
2300 Classified Administrators	187,235	0	187,235
2400 Clerical & Technical Staff	244,043	22,890	221,153
TTL Non - Certificated Salaries	483,138	74,749	408,389
3000 - Employee Benefits			
3101 STRS Certificated	600,262	248,984	351,278
3300 OASDI/Medicare	83,964	14,682	69,282
3400 Health and Welfare	466,752	68,952	397,800
3500 Unemployment Insurance	5,118	1,627	3,491
3600 Workers' Comp Certificated	22,286	4,145	18,141
3901 Other Benefits	56,951	5,915	51,036
TTL Employee Benefits	1,235,332	344,305	891,027
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	507,388	69,209	438,179
4300 Materials & Supplies	114,596	99,599	14,997
4310 Instructional Materials	471,137	0	471,137
4320 Office Supplies	4,250	0	4,250
4330 Meals & Events	6,834	0	6,834
4350 Other Supplies - Materials & Supplies	2,171	0	2,171
4400 Non - Capitalized Equipment - Staff	10,918	10,000	918
TTL Books/Supplies/Materials	1,117,294	178,808	938,486

5000 - Services & Operations			
5100 Subagreements For Services	68,000	68,000	0
5200 Travel & Conferences	56,344	49,544	6,800
5300 Dues & Memberships	6,120	0	6,120
5400 Insurance	40,327	0	40,327
5610 Facility Rents & Leases	52,417	0	52,417
5800 Professional Services - Non - instructional	56,727	7,914	48,813
5810 Legal	102,000	0	102,000
5820 Audit & CPA	10,427	0	10,427
5830 Non-Instructional Software Licenses/Fees	46,988	0	46,988
5840 Advertising & Recruitment	23,772	0	23,772
5841 Community Marketing	13,321	0	13,321
5850 Oversight Fees	232,688	0	232,688
5870 Live Scan Finger printing	136	0	136
5878 Testing & Assessments	16,511	0	16,511
5880 Instructional Vendors & Consultants	837,180	0	837,180
5890 Misc Other Outside Services	2,893	0	2,893
5930 Postage	4,556	0	4,556
5940 Technology Services	51,247	6,938	44,309
TTL Services & Operations	1,621,655	132,396	1,489,259
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	7,600,156	1,332,486	6,267,670
Description	Adopted Budget FY2023-24 Combined	FY2023-24 Helendale Restricted	FY2023-24 Helendale Unrestricted
REVENUES LESS EXPENDITURES	156,119	0	156,119
BEGINNING BALANCE	2,262,331	0	2,262,331
ENDING BALANCE	2,418,450	0	2,418,450
ENDING BALANCE AS % OF EXPENDITURES	31.82%	0.00%	31.82%



Excel Academy Charter School- Warner estimated 2023-24 EPA entitlement is \$213,112. Staff proposes to code 100% of the EPA resource to certificated teaching staff salaries.

Group	Percentage of GF Cost per group	The percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	\$213,112
Total:	100%	100%	\$213,112

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.41	1000/1100	\$213,112
Totals	2.41	1000/1100	\$213,112

The following summary shows the fiscal year 2024, 2025, and 2026 revenue and expenditure calculations:

Excel Academy Charter School - Warner	
Education Protection Account Spending Summary	
2023-24 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	\$213,112
EPA Expenditures on Teacher Salaries & Benefits:	\$213,112
Unspent 2023-24 EPA Revenues:	-
2024-25 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$215,243
EPA Expenditures on Teacher Salaries & Benefits:	\$215,243
Unspent 2024-25 EPA Revenues:	-
2025-26 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$217,396
EPA Expenditures on Teacher Salaries & Benefits:	\$217,396
Unspent 2025-26 EPA Revenues:	-
EPA Requirements Met in Each Year?	YES

Description	Warner Adopted Budget FY2023-24	FY2023-24 Warner Restricted	FY2023-24 Warner Unrestricted
Enrollment - Projected	1,089		
Average Daily Attendance (P-2 Projected)	1,067		
COLA	8.22%		
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	11,489,882	0	11,489,882
8012 Education Protection Account	213,112	0	213,112
8096 Funding in Lieu of Property Taxes	816,699	0	816,699
TTL General Purpose Entitlement	12,519,693	0	12,519,693
Federal Revenue			
8181 Federal IDEA SpEd Revenue	176,164	176,164	0
8290 Other Federal Revenue	167,122	167,122	0
TTL Federal Revenue	343,286	343,286	0
Other State Revenue			
8311 AB602 State SpEd Revenue	888,170	888,170	0
8550 Mandated Cost Reimbursements	27,518	0	27,518
8560 State Lottery Revenue	252,642	71,422	181,220
8590 Other State Revenue	692,205	692,205	0
TTL Other State Revenue	1,860,535	1,651,797	208,738
Other Local Revenue			
8660 Interest Income	19,800	0	19,800
8980 Contributions to Restricted Programs	0	564,428	-564,428
TTL Other Local Revenue	19,800	564,428	-544,628
TTL REVENUES	14,743,314	2,559,511	12,183,803

EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	4,368,700	597,685	3,771,015
1200 Student Support	548,868	223,069	325,799
1300 Certificated Administrators	1,054,077	325,264	728,813
1900 Other Certificated Salaries	105,948		105,948
TTL Certificated Salaries	6,077,593	1,146,018	4,931,575
2000 - Non - Certificated Salaries			
2100 Instructional Aides	100,669	100,669	0
2300 Classified Administrators	363,457	0	363,457
2400 Clerical & Technical Staff	473,730	44,432	429,298
TTL Non - Certificated Salaries	937,855	145,101	792,754
3000 - Employee Benefits			
3101 STRS Certificated	1,160,820	491,796	669,024
3300 OASDI/Medicare	162,654	28,166	134,488
3400 Health and Welfare	906,049	133,849	772,200
3500 Unemployment Insurance	9,651	2,875	6,776
3600 Workers' Comp Certificated	43,122	7,908	35,214
3901 Other Benefits	110,551	11,481	99,070
TTL Employee Benefits	2,392,848	676,075	1,716,773
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	989,252	138,668	850,584
4300 Materials & Supplies	209,079	179,968	29,111
4310 Instructional Materials	914,560	0	914,560
4320 Office Supplies	8,250	0	8,250
4330 Meals & Events	13,266	0	13,266
4350 Other Supplies - Materials & Supplies	4,214	0	4,214
4400 Non - Capitalized Equipment - Staff	21,782	20,000	1,782
TTL Books/Supplies/Materials	2,160,403	338,636	1,821,767

5000 - Services & Operations			
5100 Subagreements For Services	132,000	132,000	0
5200 Travel & Conferences	109,788	96,588	13,200
5300 Dues & Memberships	11,880	0	11,880
5400 Insurance	78,281	0	78,281
5610 Facility Rents & Leases	101,751	0	101,751
5800 Professional Services - Non - instructional	106,381	11,626	94,755
5810 Legal	198,000	0	198,000
5820 Audit & CPA	20,241	0	20,241
5830 Non-Instructional Software Licenses/Fees	91,212	0	91,212
5840 Advertising & Recruitment	46,147	0	46,147
5841 Community Marketing	25,859	0	25,859
5850 Oversight Fees	147,433	0	147,433
5870 Live Scan Finger printing	264	0	264
5878 Testing & Assessments	32,052	0	32,052
5880 Instructional Vendors & Consultants	1,625,115	0	1,625,115
5890 Misc Other Outside Services	5,615	0	5,615
5930 Postage	8,844	0	8,844
5940 Technology Services	99,478	13,467	86,011
TTL Services & Operations	2,840,340	253,681	2,586,659
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	14,409,040	2,559,511	11,849,529
	Adopted Budget FY2023-24 Combined	FY2023-24 Warner Restricted	FY2023-24 Warner Unrestricted
REVENUES LESS EXPENDITURES	334,274	0	334,274
BEGINNING BALANCE	2,684,870	0	2,684,870
ENDING BALANCE	3,019,144	0	3,019,144
ENDING BALANCE AS % OF EXPENDITURES	20.95%	0.00%	20.95%



ACTION: Warner - Approval of 2023-2024 EPA Plan

BACKGROUND:

Proposition 30, The Schools and Local Public Safety Protection Account of 2012, approved by the voters on November 6, 2012, temporarily increases the state's sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

Proposition 30 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs. (See the list of functions on the CDE website referenced below for which EPA funds may be used.)
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

The revenues generated from Proposition 30 are deposited into a state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's revenue limit EPA entitlement. LEAs received EPA payments quarterly beginning with the 2013-14 Fiscal Year.

In November 2016, Proposition 55 Tax extension amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent is provided to K-12 Education and 11 percent to community colleges.

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group to the general fund. Salaries below are calculated assuming no furlough days and/or salary rollbacks. Any difference in revenue and/or expenditures will be adjusted in teacher salaries (function 1000; object 1100).

For frequently asked questions about EPA, please refer to the California Department of Education’s website at: <http://www.cde.ca.gov/fg/aa/pa/pafaq.asp>.

CURRENT CONSIDERATIONS:

Excel Academy Charter School estimated 2023-24 EPA entitlement is \$213,112 Warner.

Staff has coded 100% of the EPA resource to certificated teaching staff salaries.

Group	Percentage of GF Cost per group	Percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	\$213,112
Total:	100%	100%	\$213,112

Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.41	1000/1100	\$213,112
Totals	2.41	1000/1100	\$213,112

EPA Requirements Met?	YES
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RECOMMENDATION:

Staff requests that the Board approve the 2023-24 Education Protection Account (EPA) plan.

FINANCIAL IMPACT:

Proposition 30 and Proposition 55 fund, Education Protection Account, increases the Charter’s revenues to provide more credentialed teaching resources for students, and has a positive impact on the charter’s revenue stream.



Excel Academy Charter School- Helendale estimated 2023-24 EPA entitlement is \$110,274. Staff proposes to code 100% of the EPA resource to certificated teaching staff salaries.

Group	Percentage of GF Cost per group	The percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	\$110,274
Total:	100%	100%	\$110,274

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	1.25	1000/1100	\$110,274
Totals	1.25	1000/1100	\$110,274

The following summary shows the fiscal year 2024, 2025, and 2026 revenue and expenditure calculations:

Excel Academy Charter School - Helendale	
Education Protection Account Spending Summary	
2023-24 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	\$110,274
EPA Expenditures on Teacher Salaries & Benefits:	\$110,274
Unspent 2023-24 EPA Revenues:	-
2024-25 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$111,377
EPA Expenditures on Teacher Salaries & Benefits:	\$111,377
Unspent 2024-25 EPA Revenues:	-
2025-26 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$112,490
EPA Expenditures on Teacher Salaries & Benefits:	\$112,490
Unspent 2025-26 EPA Revenues:	-
EPA Requirements Met in Each Year?	YES



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Helendale

CDS Code: California

School Year: 2023-24

LEA contact information:

Heidi Gasca

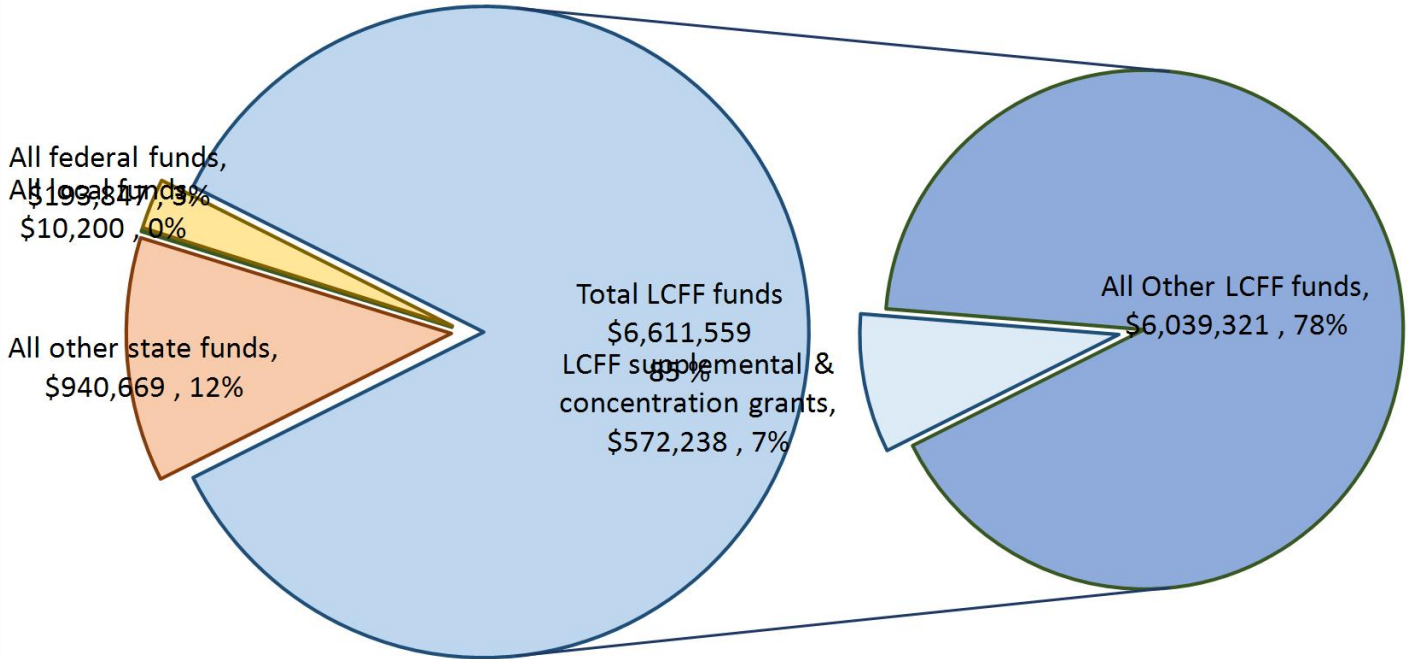
Executive Director

(949) 412-3122

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

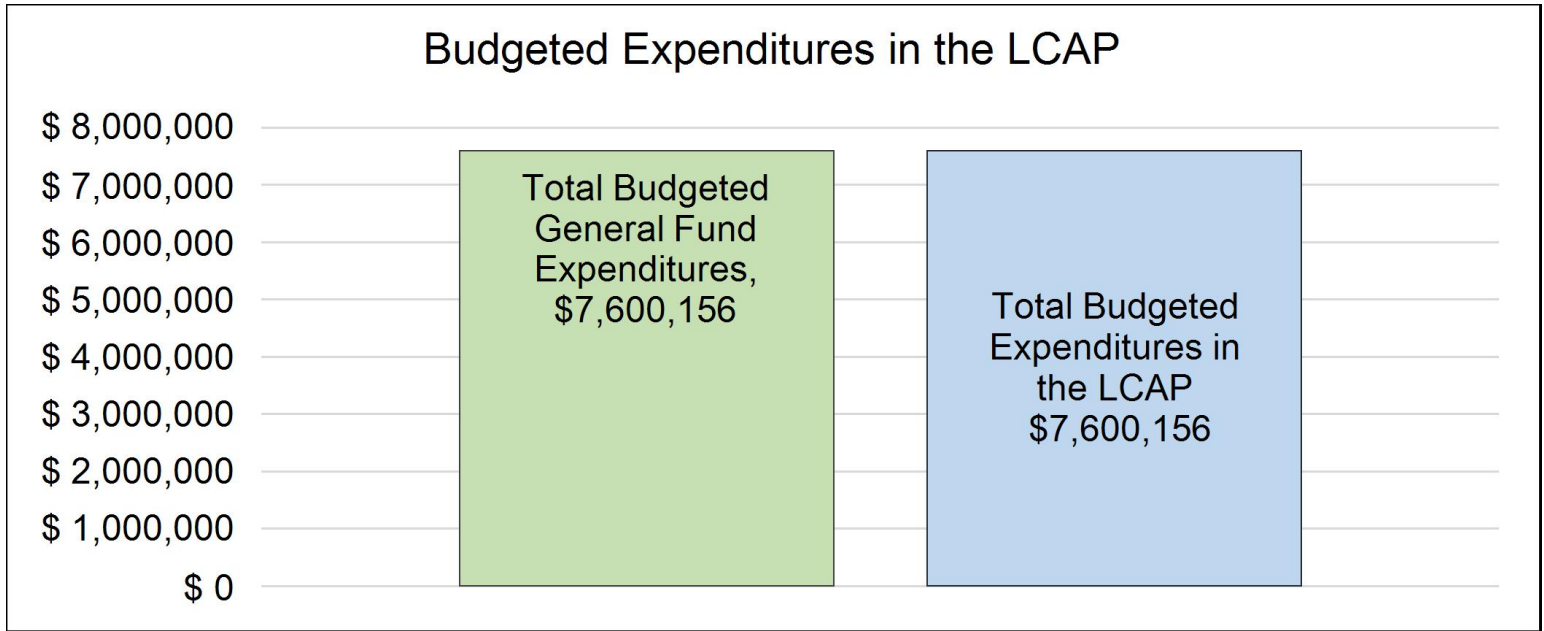


This chart shows the total general purpose revenue Excel Academy Charter School - Helendale expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Helendale is \$7,756,275, of which \$6,611,559 is Local Control Funding Formula (LCFF), \$940,669 is other state funds, \$10,200 is local funds, and \$193,847 is federal funds. Of the \$6,611,559 in LCFF Funds, \$572,238 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 Excel Academy Charter School - Helendale plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

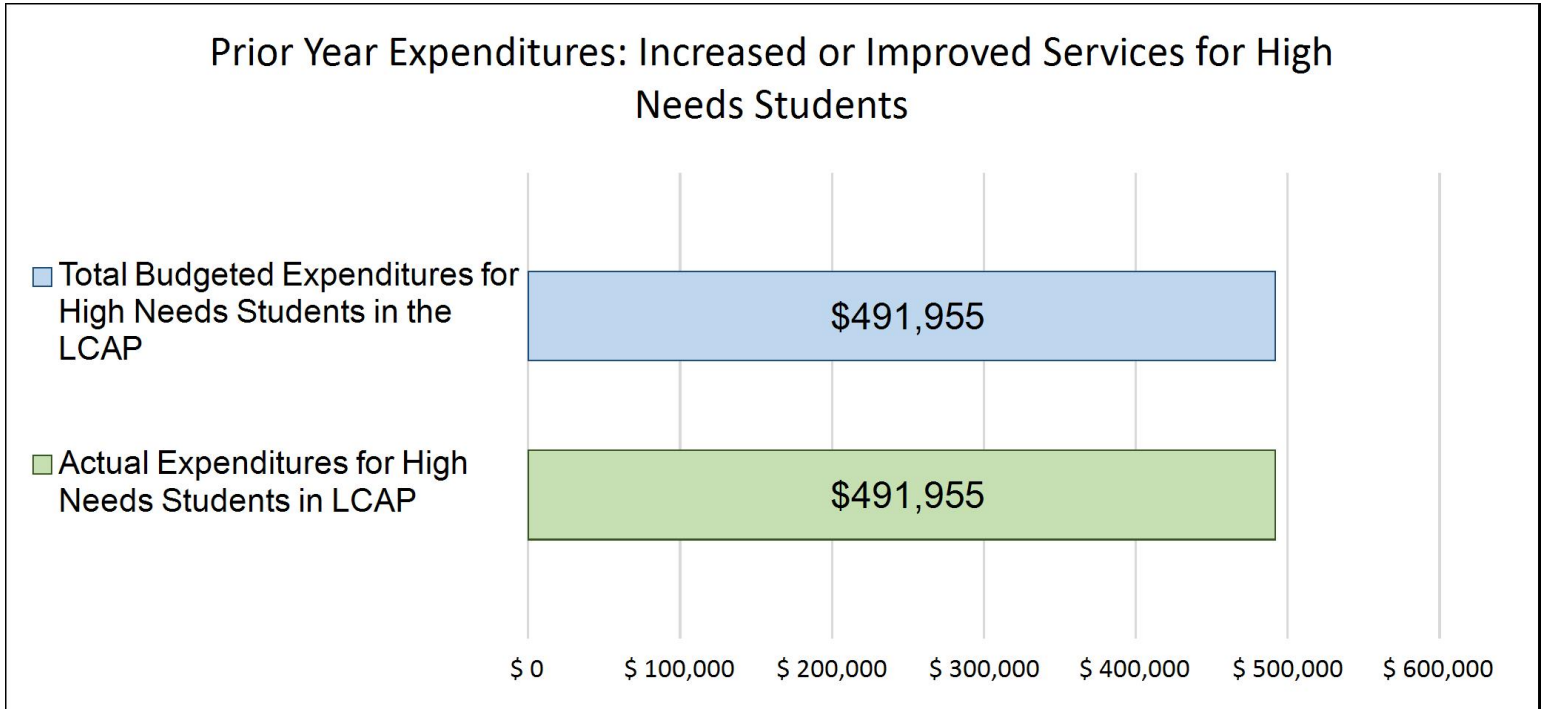
The text description of the above chart is as follows: Excel Academy Charter School - Helendale plans to spend \$7,600,156 for the 2023-24 school year. Of that amount, \$7,600,156 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Excel Academy Charter School - Helendale is projecting it will receive \$572,238 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Helendale must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Helendale plans to spend \$572,238 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Excel Academy Charter School - Helendale's LCAP budgeted \$491,955 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Helendale actually spent \$491,955 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2023-24]

General Information

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

Excel Academy Charter School is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12. Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. Excel Academy is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student oriented, focused on quality education and student performance, and is committed to ongoing improvement. Excel Academy offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support for social and emotional success. In addition, families meet in person at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP). Excel Academy believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout San Bernardino, Los Angeles, Kern, and Inyo counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. On CBEDS day 2022-23, Excel Academy Charter School- Helendale reported an enrollment of 545 students. This includes the enrollment of 49.9% socio-economically disadvantaged, 3.1% English Learners, 9.7% Special Education, .5% Homeless, and .1% Foster Youth. 47.3% of students enrolled in Excel Academy Charter School- Helendale are Hispanic.

Mission Statement:

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

Reflections: Successes

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

Excel Academy Charter School is most proud of the following:

1) This year, the California Distinguished Schools program recognized Excel Academy for their excellent work in closing the achievement gap and achieving exceptional student performance.

2) The dedication of the EACS staff has proven to ensure consistent and valued communication between all educational partners. The number one priority is the success of the students academically, socially, and emotionally. With systems in place, all students' individual needs are addressed and supported as each student is encouraged and guided to meet or exceed grade level expectations. Based on the recent LCAP survey results, parents and students agree that Excel Academy is dedicated to providing an education that denotes excellence.

Parent/Guardian survey results:

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

Student survey results:

100% of student survey respondents "agree" their Teacher of Record (ToR) is available to speak with them when they need guidance.

99.9% of student survey respondents "agree" that the ToR cares about their education and is committed to helping them succeed.

96.9% of student survey respondents "agree" the curriculum provides challenging grade level instruction and assessment of their academic progress.

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, virtual learning lessons across all core subjects, and field trips throughout Southern California. In addition, Social Emotional Learning Lessons for students in grades K-12 were led by credentialed teachers and allowed students to connect with peers to learn important life skills. Excel Academy piloted a mental wellness survey for students in grades 7-12, and provided Care Solace to better support mental health of the educational partners. In addition, the Gifted Learner Program was launched and successfully well received. EACS students flourished as participants in the theater, Coder-Z, e-Sports, and Student Council programs.

4) Excel Academy's local assessment, i-Ready diagnostic benchmark assessments, were administered to measure student progress in the fall, winter, and spring during the 2022-2023 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, our

school demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 76.3% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 12% since the first diagnostic in September. 68.8% of our students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 20% since the first diagnostic in September. Excel Academy attributes the progress and success to the consistent support and guidance of our credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

5) Our students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. In ELA, 49% of students showed 1+ years growth, and 53% in math. Progress has been made to implement additional classes to serve students who need focus on early reading and foundational math support during the 2023-24 school year.

6) English Learners were provided with grade level appropriate weekly live instruction in reading, writing, listening, and speaking to build English language fluency. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC score reports.

7) Excel Academy's 100% graduation rate, 0% suspension and expulsion rates, and a low chronic absenteeism rate of 1.1% is a success we are very proud of!

8) In addition to continuing to increase the school's A-G course offerings, Excel Academy continued to focus on increasing access to A-G courses with an emphasis on our 9th and 10th grade students. With great success, all core A-G required coursework is accessible for A-G completion. We introduced additional support for struggling students to meet Algebra 1 requirements and all students are on track to complete the next math sequence.

We will maintain or build on our educational partner engagement success by:

- 1) Excel Academy will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and providing resources, support, and opportunities for all students to continue to grow as lifelong learners. Excel Academy will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon.
- 2) Excel Academy will continue to offer opportunities for students to build rapport with peers while learning to enhance their social emotional well being through lessons and conversations.
- 3) Excel Academy will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, Excel Academy will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation in all areas of assessment.

- 4) Our English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking.
- 5) Excel Academy will maintain and build on our high school graduation success by focusing on supporting students to achieve their goal of high school graduation through continual monitoring of student data to identify students who are struggling and provide interventions to assist students in overcoming barriers so they can be successful and stay on track to complete courses and graduate.
- 6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for 2023-24.

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.

Excel Academy's administration will review the i-Ready and CAASPP data and create a plan to improve any areas that indicate low performance among student groups. In addition, Excel Academy's Intervention Department has provided the necessary resources and support, including live instruction, to students who recently scored in tier 2 and tier 3 on the spring i-Ready assessments. The team has also made it a priority to finalize the interventions and live instruction that will be in place for students who scored in tier 2 and tier 3 (one plus grade levels below the current grade levels) on i-Ready for the 23/24 school year. Our goal is to make sure that all students have the necessary interventions in place to progress and thrive in our model when school resumes.

LCAP Highlights

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

Goal 1: Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 2: Excel Academy will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students maintain active engagement to learn and improve their performance. We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal, as well as the actions and services, focuses on student, family, and teacher engagement and connectedness in an effort to attain a high average daily attendance and ongoing student engagement in learning.

Goal 3: Excel Academy will establish connections and partnerships with our families and the school community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication provides all educational partners opportunities for input regarding policy and program improvement. Building strong connections with students and parents leads to increased student engagement and achievement. Increasing the number of Parent Input Survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and community partners.

Goal 4: Excel Academy will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments. The goal, as well as the actions and services, focuses on monitoring each student's progress toward graduation and ensuring preparedness for college and career. Continual monitoring of student data to identify struggling students and interventions is central to keeping students on-track with course completion and their 4-Year Plan towards graduation. Graduation Rate, College/Career Prepared, CTE participation, and CAASPP scores are all metrics we monitor to ensure students are on track to graduation and to achieve their post-graduation goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School – Helendale

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School – Helendale

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School – Helendale

Engaging Educational Partners

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

Excel Academy Charter School is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision making that concerns the education of our students and the quality of our school program. Communication about opportunities to provide input is provided through social media platforms, including Beehively, as well as during SSC, ELAC, and PAC meetings. There were 304 participants in our LCAP Parent Input Survey with a 28% increase in survey respondents from the 2022/23 school year. 96.1% of survey respondents agree that EACS provides opportunities for parents to give input and participate in the school and child's education. Excel Academy shared the survey results with educational partners on 5/4/2023 and in our prior newsletters.

Meetings for the Annual Review of the LCAP Goals and actions/services to determine their effectiveness and any modifications that would need to be made in order to improve our school program:

Approach to engaging our Educational Partners:

The scheduling of LCAP input meetings were planned in collaboration with our educational partners.

Timeline of Process:

Staff: Staff and department meetings are held and the EACS team is engaged in the review of the school wide goals to provide input prior to the approval of the LCAP. LCAP surveys are provided to the entire staff and survey results are reviewed and shared.

Leadership Team: Monthly cabinet meetings were held.

Collaboration topics:

Excel Academy's mission and vision

Increase parent understanding for the need of student assessments and participation

Expand CTE classes

Focus on providing interventions and helping students set academic and personal goals

Professional development within all departments: general education (elementary and high school), assessment and special programs, interventions, and Special Education

ELAC: 9/7/2022, 11/2/2022, 2/1/2023, 5/3/2023

SSC: 9/13/2022, 11/3/2022, 2/2/2023, 5/4/2023

PAC: 11/1/2022, 5/1/2023

SELPA Approval: June 2023 submitted

School Board LCAP Draft Public Hearing: 6/15/2023

School Board LCAP Adoption Public Meeting: 6/22/2023

A summary of the feedback provided by specific educational partners.

Analysis of educational partner input (ideas, trends, or inputs):

The results of the Excel Academy Charter School (EACS) stakeholder input surveys provided our staff with an opportunity to identify trends in what stakeholders are saying about EACS and to collaborate on best practices to continue to support student success.

Educational Partner Input:

96.7% of survey respondents "agree" that EACS' vision and mission are clear and understandable.

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

93.4% of survey respondents "agree" that their student(s) set personal academic achievement goals.

93% of the survey respondents "agree" that the WIN (What I Need) intervention program provides the supplemental support that helps students improve in academic areas they may be struggling with.

92.4% of survey respondents "agree" that EACS uses assessment data to modify and monitor curriculum and instruction of students.

92.1% of survey respondents "agree" that they feel connected to the school, valued and respected.

97% of survey respondents "agree" that they feel safe and welcome to meet with their child's teachers or school staff to discuss student progress.

97% of survey respondents "agree" that there is regular communication of their student's progress.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

95.4% of survey respondents "agree" that the school demonstrates good effort in providing opportunities for involvement and input.

98% of high school parent survey respondents "agree" that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready.

97% of high school parent survey respondents "agree" that the school provides opportunities for high school students to participate in CTE courses or graduation pathways.

95.7% of survey respondents overall agree that the school supports students in their academic goals.

96.1% of survey respondents overall agree that the school provides opportunities for parents to give input and participate in student's education.

In response to the survey input, the Director of Assessment and Accountability shared the survey results with educational partners to address trends in the input. The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters. There was no input that directly affected the LCAP goals and actions besides helpful suggestions to help strengthen the programs that are offered. The most consistent trend we found was praise for our school and appreciation for all of the resources provided to families. Sample responses include:

Educational Partner Input Trends:

"I am so pleased and impressed with Excel. I appreciate the team of teachers and professionals that have made our transition from a brick and mortar school to a virtual school so seamless. Our Teacher of Record is extremely responsive and creative in her supports to our family. Thank you!"

"Excel Academy staff is excellent!"

"Please continue with this outstanding approach to education, it is greatly appreciated!"

"Our ToR has been so instrumental in my daughters successes. I couldn't be more grateful for her!"

"I really appreciate your Vision and Mission statements. They are in alignment with what our family believes what educational institutions should be aiming."

"I believe we have everything possible with Excel to achieve my children's success in learning and can't think of anything else we may need in order to reach our goals."

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

How the educational partner input influenced the development of the LCAP:

There was no input that directly affected the LCAP goals and actions.

The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters.

Program Review: Prior to the finalization of the LCAP, stakeholders participated in a review of the LCAP draft during the ELAC and SSC meetings. The feedback consisted of clarifying questions about the program and overall support of our school and its programs.

Goals and Actions

Goal

Goal #	Description
1	Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting student achievement, the goal and our actions/services focus on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students and helps prevent learning gaps. The metrics we utilize to ensure students are on track for graduation include i-Ready, CAASPP, and ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall ELA Scores - Helendale 59% met or exceeded grade level standard 23% standard nearly met 18% standard not met		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in math CAASPP in 2020-21. A baseline will be	2021-2022 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standard		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade level proficiency by 2% each year.		developed from 2021-22 CAASPP data.	22% standard nearly met 30% standard not met		
i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready ELA Fall Scores ALL Tier 1: 62.2% Tier 2: 23.7% Tier 3: 14.1% English Learners Tier 1: 42.9% Tier 2: 35.7% Tier 3: 21.4% Economically Disadvantaged Tier 1: 62.1% Tier 2: 18.6% Tier 3: 19.3% Students w/ IEPs Tier 1: 40% Tier 2: 27.5% Tier 3: 32.5%	2022 i-Ready ELA Spring Scores ALL Tier 1: 76% Tier 2: 15.2% Tier 3: 8.8% English Learners Tier 1: 65.2% Tier 2: 8.7% Tier 3: 26.1% Economically Disadvantaged Tier 1: 66.5% Tier 2: 21.9% Tier 3: 11.6% Students with IEPs Tier 1: 46.7% Tier 2: 20% Tier 3: 33.3%	2023 i-Ready ELA Spring Scores ALL Tier 1: 76.3% Tier 2: 13.1% Tier 3: 10.5% English Learners Tier 1: 56.3% Tier 2: 18.8% Tier 3: 25% Economically Disadvantaged Tier 1: 69.8% Tier 2: 16.5% Tier 3: 13.6% Students with IEPs Tier 1: 34.8% Tier 2: 19.6% Tier 3: 45.7%		Decrease Tier III percentage by 2% each year
i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready Math Fall Scores ALL Tier 1: 47.4% Tier 2: 30.9% Tier 3: 21.7%	2022 i-Ready Math Spring Scores ALL Tier 1: 68.3% Tier 2: 19.6% Tier 3: 12.1%	2023 i-Ready Math Spring Scores ALL Tier 1: 68.8% Tier 2: 20.2% Tier 3: 11.1%		Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners Tier 1: 51.9% Tier 2: 25.9% Tier 3: 22.2%</p> <p>Economically Disadvantaged Tier 1: 48.2% Tier 2: 26.6% Tier 3: 25.2%</p> <p>Students w/ IEPs Tier 1: 27.5% Tier 2: 22.5% Tier 3: 50%</p>	<p>English Learners Tier 1: 65.2% Tier 2: 17.4% Tier 3: 17.4%</p> <p>Economically Disadvantaged Tier 1: 62.6% Tier 2: 21.5% Tier 3: 15.9%</p> <p>Students with IEPs Tier 1: 39.7% Tier 2: 19% Tier 3: 41.4%</p>	<p>English Learners Tier 1: 75% Tier 2: 6.3% Tier 3: 18.8%</p> <p>Economically Disadvantaged Tier 1: 62.1% Tier 2: 25.5% Tier 3: 12.3%</p> <p>Students with IEPs Tier 1: 30.4% Tier 2: 19.6% Tier 3: 50%</p>		
Increase ELPAC levels annually	A baseline will be developed from 2021-22 Summative ELPAC data.	Summative ELPAC results will be published by the state in the summer or fall of 2022.	Summative ELPAC results will be published by the state in the summer or fall of 2023.		Increase ELPAC proficiency by 2% each year.
State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		Excel Academy will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach
State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials		Excel Academy will maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.		No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources n to promote academic growth, in addition to social-emotional awareness classes and character building.		Yes
1.3	Broad Course of Study	1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students) <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	\$6,267,670.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and	\$49,640.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.		
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.		Yes
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.		No
1.7	Student Monitoring and Support	1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed ToR (Teacher of Record). Students who are performing below grade level on the fall i-Ready assessments will be required to take the mid-year i-Ready assessment(s).	\$31,378.00	Yes
1.8	Needs Assessment - Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	\$4,945.00	No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 1 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned Teacher of Record (ToR).

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: Parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training were provided to all parents.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed ToR. Students who were performing below grade level on the fall i-Ready assessments were required to take the mid-year i-Ready assessment(s).

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and

resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support. Once the CAASPP data is collected from 2023, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

Impact on Student Learning: Students have benefited academically from the increase of support provided by EACS teachers and intervention teams. They have observed an increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
2	We will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal and actions/services are focused on student, family, and teacher engagement and connectedness to attain a high average daily attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2020-21 data	Cumulative Enrollment: 521, 8 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.5%	Cumulative Enrollment: 545, 7 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.1%		Maintain an Absenteeism Rate of .01% or lower
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% Expulsion Rate
Strive for 0% Suspension Rate each year	0% Suspension Rate	0% Suspension Rate	0% Suspension Rate		Maintain 0% Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	\$27,922.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	\$83,136.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	\$12,488.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	\$68,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 2 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 2.1: Excel Academy focused on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e. ELAC, SSC, and PAC), and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness.

Impact on Student Learning: There has been an increase in student attendance, in addition to an increase of student participation in SEL lessons, ELD Live, and WIN intervention classes. Attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2020-2021 Maintain or increase by 2%	Year 1 Outcome - 2021-2022 220 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 96% and 98% approval rate, Excel Academy is excelling in all areas mentioned below.	Year 2 Outcome - 2022-2023 304 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below.		Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	<p>Overall Satisfaction Report: Based on 66 responses from parents/guardians</p> <p>97.6% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 220 responses from parents/guardians</p> <p>96.4% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.2% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.2% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 304 responses from parents/guardians</p> <p>95.7% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>96.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.4% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>		Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated with staff in March of 2022.	The school safety plan was last reviewed and updated with staff in March of 2023.		Annual Review and Training Date

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 We will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
3.2	Educational Partner Partnerships	3.2 We will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.	\$213,551.00	Yes
3.3	School Climate	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$33,870.00	No
3.4	Student Services	3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$31,572.00	No
3.5	School Climate and School Safety	3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No

Action #	Title	Description	Total Funds	Contributing
3.6	Communication and Translating Services	3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	\$3,250.00	Yes
3.7	School Operating Services	3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 3 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.

Effectiveness 3.2: Excel Academy engaged educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success. EACS built partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times.

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by clerical staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.

Impact on Student Learning: Increase in participation on the LCAP/WASC feedback survey for all educational partners. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. EACS recognizes a continued need to increase parent participation in SSC, ELAC and PAC meetings.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
4	We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting our students to achieve their goal of high school graduation and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. The continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation rate, college/career preparedness, and CTE participation are all metrics we monitor to ensure students are on track to graduate and to achieve their post-graduation goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data.	2020-21: 93.8% Graduation Rate 2020-21: 6.3% Dropout Rate	2021-22: 100% Graduation Rate 2021-22: 0% Dropout Rate		Increase the graduation rate by 2%
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness	2020-21: Number of Students participating in CTE: 11	2021-22: Number of Students participating in CTE: 13		Increase the % of College/Career Prepared students by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 54.43% Completed All Courses Required for UC/CSU Admission: 0	2021-22: Students enrolled in UC/CSU required courses for admission: 34 Completed All Courses Required for UC/CSU Admission: 0		Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	\$8,200.00	No
4.2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	\$107,374.00	No
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	\$322,034.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$76,742.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	\$16,346.00	No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 4 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance task prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.

Effectiveness 4.6: Excel Academy is working to expand A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.

Effectiveness 4.7: Excel Academy analyzes 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: 34 students enrolled in UC/CSU required courses for admission. Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
483,278.00	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.45%	0.00%	\$0.00	8.45%

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

Required Descriptions

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

As provided in the Academic Achievement metrics sections, the ELA i-Ready Diagnostic results demonstrate that:

2023 i-Ready ELA Spring Scores

ALL

Tier 1: 76.3%

Tier 2: 13.1%

Tier 3: 10.5%

English Learners

Tier 1: 56.3%

Tier 2: 18.8%

Tier 3: 25%

Economically Disadvantaged

Tier 1: 69.8%

Tier 2: 16.5%

Tier 3: 13.6%

Students with IEPs

Tier 1: 34.8%

Tier 2: 19.6%

Tier 3: 45.7%

As provided in the Academic Achievement metrics sections, the math i-Ready Diagnostic results demonstrate that:

2023 i-Ready Math Spring Scores

ALL

Tier 1: 68.8%

Tier 2: 20.2%

Tier 3: 11.1%

English Learners

Tier 1: 75%

Tier 2: 6.3%

Tier 3: 18.8%

Economically Disadvantaged

Tier 1: 62.1%

Tier 2: 25.5%

Tier 3: 12.3%

Students with IEPs

Tier 1: 30.4%

Tier 2: 19.6%

Tier 3: 50%

How the action(s) intend to meet the needs of students served by the action:

To address these needs in reference to the data, Excel Academy Charter School is focused on increasing the quality and quantity of services by actively using data systems to engage in in-depth analysis of student records, local and state assessment data to accurately assess student progress and develop appropriate interventions and accelerations to support Low Income pupils, Foster Youth, English Learners, and Students With Disabilities to support academic success or refer to the RTI, SST or IEP team.

Excel Academy Charter School's LCAP is focused on providing services and support for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) with the use of supplemental funding that is directed toward unduplicated students to increase and improve services for students who are low income, English Learners, foster youth, and/or homeless. Through educational partner collaboration and input, and the review of our local assessments, data was analyzed to address specific identified student needs and learning gaps. Actions and services were identified to determine the appropriate and effective use of funds to meet the needs and improve the outcomes for all students.

Goal 1 focuses on providing quality curricula to students and using assessments in reading and math to ensure they are meeting the state standards. Action 1.4 focuses on improving the quality of services through relevant and ongoing professional development that addresses topics such as goal setting, creating pacing guides and best practices for supporting high school students. This action is important for the success of all students, but is particularly important to the achievement of English Learners, foster youth, low-income students, and students with disabilities (SWDs). Action 1.5 focuses on improving services in quality by providing parent training and workshops to equip parents in all aspects of education, including expectations and requirements, choosing a standards-based curriculum, and how to locate school-sponsored field trips and approved community partners to help enrich the learning experience. ELAC meetings are held regularly to support parents in understanding the ELD (English Language Development) curriculum, accessing resources, and ensuring they are informed about

the reclassification process. This is effective in meeting the needs of these subgroups because when parents are engaged and informed, they are more likely to take advantage of the resources offered and provide valuable input which leads to improved services for their students. Action 1.7 focuses on monitoring and supporting students in the What I Need (WIN) program. Teachers receive updated training each year and monitor students in the program weekly. This action benefits our underrepresented students because if they are behind grade level they receive personalized intervention lessons to fill in learning gaps and support progress in their grade-level curriculum. This ensures that these students receive individualized attention and do not fall behind.

Goal 3 targets community-building among all of our educational partners. To best support student growth and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs), we strive to foster engagement, involvement, and satisfaction so that all educational partners have input in school policy and program decisions. Action 3.6 ensures that important materials, documents, and conversations are translated for our EL students and their families. This helps cultivate a sense of collaboration and guards against confusion and misunderstanding.

Our actions and services in Goal 4 increase services by monitoring students as they transition into high school and ensuring that they stay on course with their 4-Year Plan. Action 4.4 ensures that all students, and especially our English Learners, students with disabilities (SWD), foster youth and low-income students have access to test preparation materials to support student achievement on the CAASPP and i-Ready assessments. This results in higher achievement for all students. Action 4.5 is in place to make sure that foster youth and low income students have the opportunity to take AP examinations regardless of their financial status. This is effective because it is an attempt to remove any barriers low income students might have to college and career readiness.

All of our goals and actions were created with all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) in mind. It is our deepest desire that each of these student groups would receive the attention and support needed to ensure their emotional and academic success. We are confident these actions will be effective in helping our school meet the goals set for these student groups because our data supports that clear communication with families, ongoing teacher communication, encouragement and support, and access to academic intervention have a significant impact in increasing student engagement and achievement. With the help of staff, teacher and parent feedback, we have been able to identify the actions that will be most effective in closing learning gaps and making certain that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) feel connected to their school and its personnel.

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

Services for our low-income, English Learners, and foster youth are targeted interventions that were identified through a collaborative effort with the school’s Executive Director, Director of Assessment and Accountability, Assistant Director of Intervention, High School Principal, and High School Counselors. The goals and actions in the LCAP are focused on increasing services and improving the quality of the academic support to improve student performance, educational partner engagement, and the level of college and career readiness of our student groups. Through a collaborative effort, the school leadership team, taking into account the feedback provided from all educational partners, identified the next steps to growth towards each of our goals. We expect to see improvement in student engagement and achievement as reflected in i-Ready and CAASPP test scores, and an increase in our graduation and college and career readiness rate.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,215,507.00	\$127,186.00		\$15,425.00	\$7,358,118.00	\$4,420,193.00	\$2,937,925.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All					
1	1.2	Student Monitoring	English Learners Foster Youth Low Income					
1	1.3	Broad Course of Study	All	\$6,267,670.00				\$6,267,670.00
1	1.4	Professional Development	All	\$6,800.00	\$42,840.00			\$49,640.00
1	1.5	Parent Training	English Learners Foster Youth Low Income					
1	1.6	Grade Level Curriculum and Instruction	All					
1	1.7	Student Monitoring and Support	English Learners Foster Youth Low Income	\$15,953.00			\$15,425.00	\$31,378.00
1	1.8	Needs Assessment - Data Analysis	All	\$4,945.00				\$4,945.00
2	2.1	School Climate and Student Engagement	All	\$27,922.00				\$27,922.00
2	2.2	Certificated and Classified Salaries and Benefits	All	\$83,136.00				\$83,136.00
2	2.3	Educational Partner Communication	All	\$12,488.00				\$12,488.00
2	2.4	Technology	All		\$68,000.00			\$68,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Professional Development	All					
3	3.1	Educational Partner Engagement	All					
3	3.2	Educational Partner Partnerships	English Learners Foster Youth Low Income	\$213,551.00				\$213,551.00
3	3.3	School Climate	All	\$33,870.00				\$33,870.00
3	3.4	Student Services	All	\$31,572.00				\$31,572.00
3	3.5	School Climate and School Safety	All					
3	3.6	Communication and Translating Services	English Learners	\$3,250.00				\$3,250.00
3	3.7	School Operating Services	All					
4	4.1	College and Career Readiness and Career Technical Education	All	\$8,200.00				\$8,200.00
4	4.2	High School Graduation	All	\$107,374.00				\$107,374.00
4	4.3	High School Curriculum and Instruction	All	\$322,034.00				\$322,034.00
4	4.4	Testing	English Learners Foster Youth Low Income	\$76,742.00				\$76,742.00
4	4.5	Testing	English Learners Foster Youth Low Income					
4	4.6	A-G and Career Technical Education Courses	All		\$16,346.00			\$16,346.00
4	4.7	Needs Assessment - Data Analysis	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,718,602	483,278.00	8.45%	0.00%	8.45%	\$309,496.00	0.00%	5.41 %	Total:	\$309,496.00
								LEA-wide Total:	\$309,496.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,953.00	
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,551.00	
3	3.6	Communication and Translating Services	Yes	LEA-wide	English Learners	All Schools	\$3,250.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,742.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,976,254.36	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No		
1	1.2	Student Monitoring	Yes		
1	1.3	Broad Course of Study	No	\$5,040,363.00	
1	1.4	Professional Development	No	\$29,538.00	
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Monitoring Student Performance	Yes	\$165,150.00	
1	1.8	Needs Assessment - Data Analysis	No	\$11,050.00	
2	2.1	School Climate and Student Engagement	No	\$20,310.00	
2	2.2	Certificated and Classified Salaries and Benefits	No	\$505,622.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Partner Communication	No	\$2,403.00	
2	2.4	Technology	No	\$26,779.00	
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$40,364.00	
3	3.3	School Climate	No	\$4,500.00	
3	3.4	Student Services	No	\$22,234.36	
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$8,200.00	
4	4.2	High School Graduation	No	\$85,491.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No		
4	4.4	Testing	Yes	\$11,000.00	
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No		
4	4.7	Needs Assessment - Data Analysis	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$179,400.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Monitoring Student Performance	Yes	\$165,150.00			
3	3.2	Educational Partner Partnerships	Yes				
3	3.6	Communication and Translating Services	Yes	\$3,250.00			
4	4.4	Testing	Yes	\$11,000.00			
4	4.5	Testing	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0.00	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

California Department of Education
January 2022



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Warner

CDS Code: California

School Year: 2023-24

LEA contact information:

Heidi Gasca

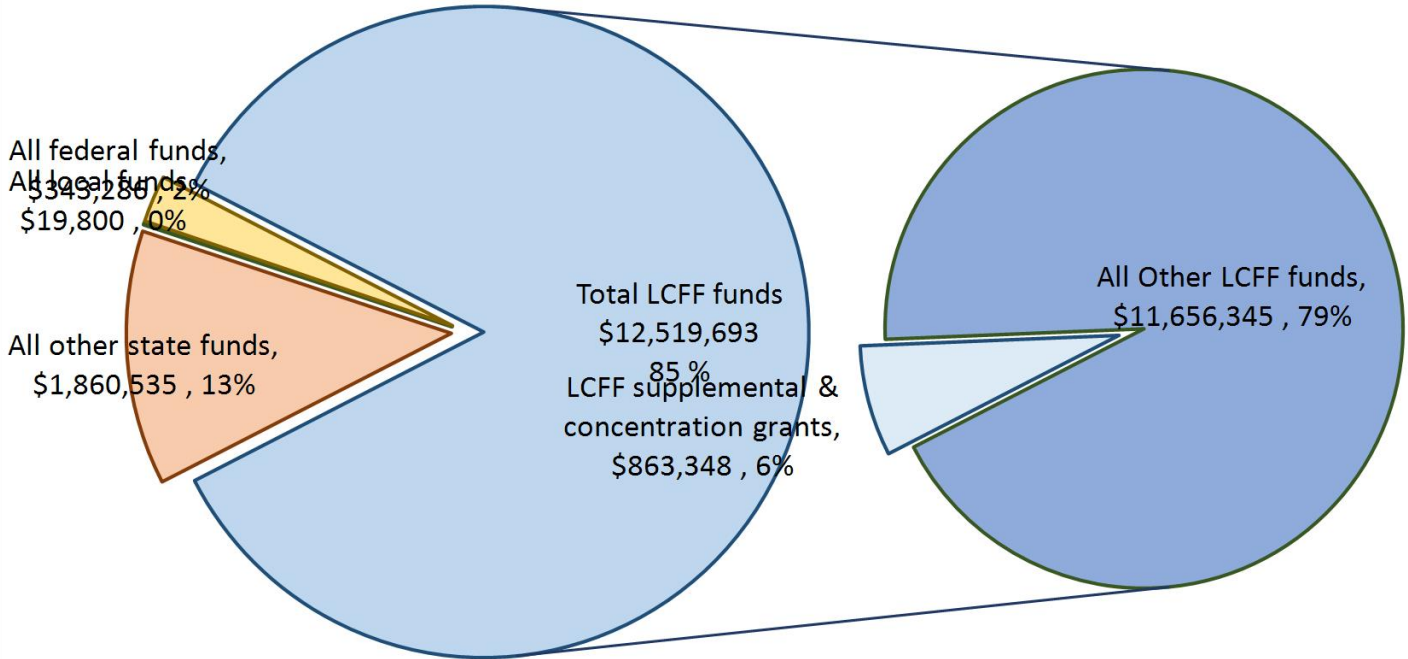
Executive Director

(949) 412-3122

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

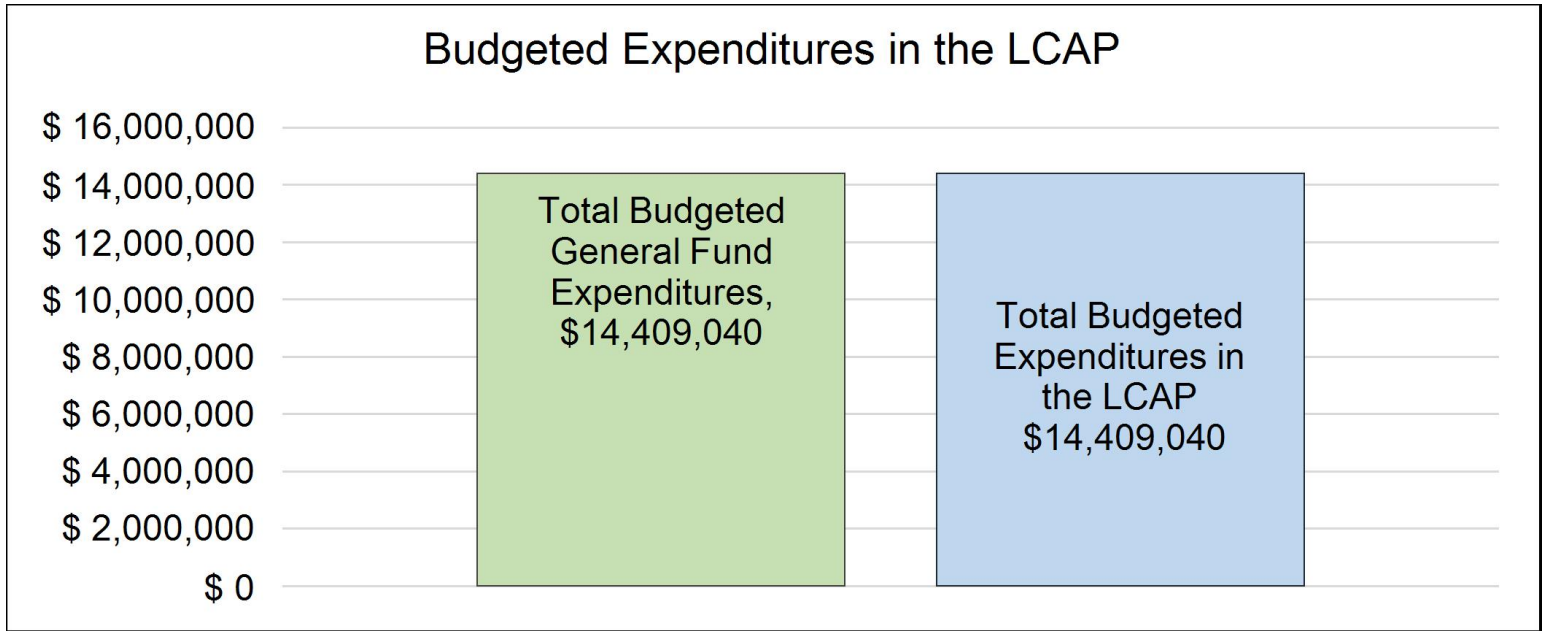


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is \$14,743,314, of which \$12,519,693 is Local Control Funding Formula (LCFF), \$1,860,535 is other state funds, \$19,800 is local funds, and \$343,286 is federal funds. Of the \$12,519,693 in LCFF Funds, \$863,348 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 Excel Academy Charter School - Warner plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

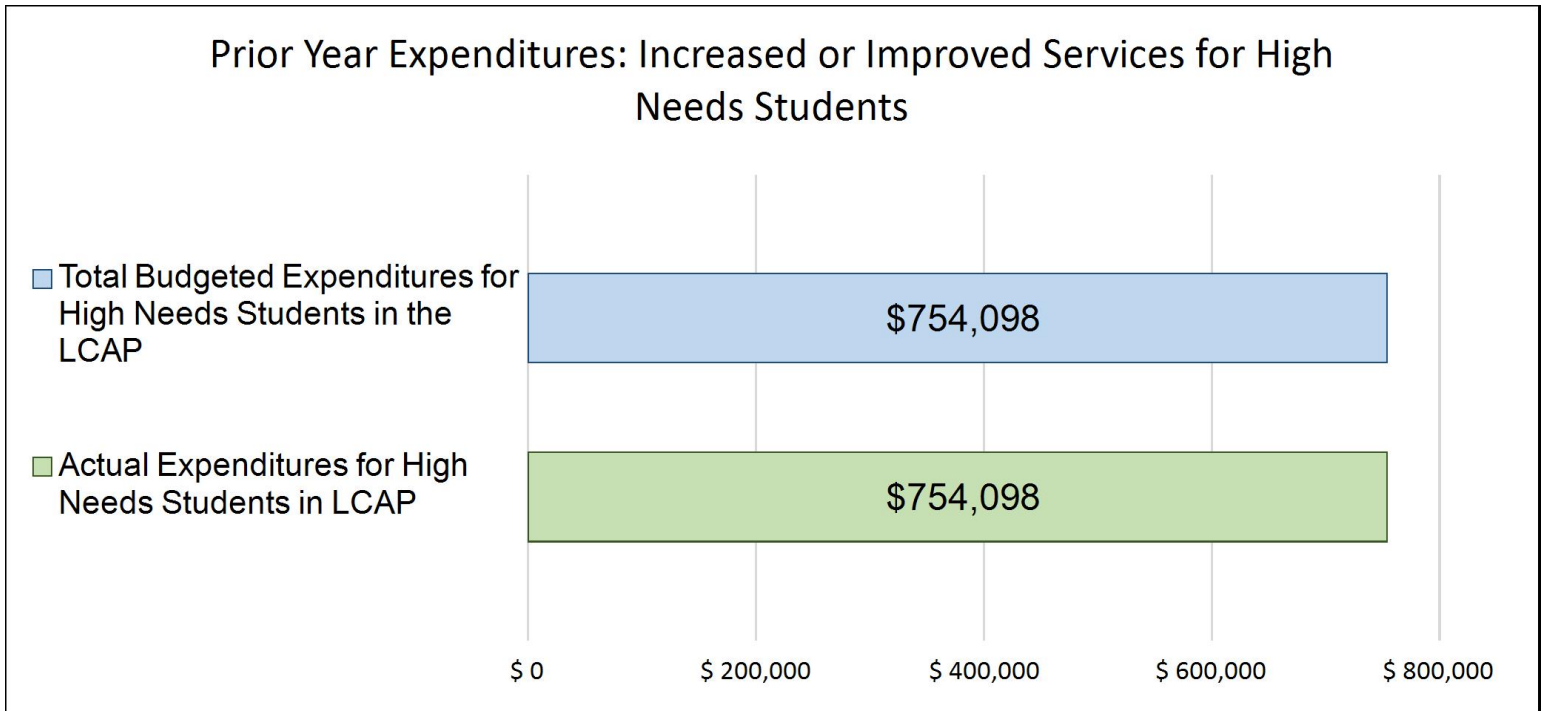
The text description of the above chart is as follows: Excel Academy Charter School - Warner plans to spend \$14,409,040 for the 2023-24 school year. Of that amount, \$14,409,040 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Excel Academy Charter School - Warner is projecting it will receive \$863,348 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Warner must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Warner plans to spend \$863,348 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Excel Academy Charter School - Warner's LCAP budgeted \$754,098 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent \$754,098 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Warner	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2023-24]

General Information

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

Excel Academy Charter School is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12. Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. Excel Academy is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student oriented, focused on quality education and student performance, and is committed to ongoing improvement. Excel Academy offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support for social and emotional success. In addition, families meet in person at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP). Excel Academy believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout Orange, Riverside, and San Diego Counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. On CBEDS day 2022-23, Excel Academy Charter School- Warner reported an enrollment of 1048 students. This includes the enrollment of 39% socio-economically disadvantaged, 2.1% English Learners, 9.3% Special Education, 0% Homeless, and .1% Foster Youth. 28.8% of students enrolled in Excel Academy Charter School - Warner are Hispanic.

Mission Statement

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

Reflections: Successes

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

Excel Academy Charter School is most proud of the following:

1) This year, the California Distinguished Schools program recognized Excel Academy for their excellent work in closing the achievement gap and achieving exceptional student performance.

2) The dedication of the EACS staff has proven to ensure consistent and valued communication between all educational partners. The number one priority is the success of the students academically, socially, and emotionally. With systems in place, all students' individual needs are addressed and supported as each student is encouraged and guided to meet or exceed grade level expectations. Based on the recent LCAP survey results, parents and students agree that Excel Academy is dedicated to providing an education that denotes excellence.

Parent/Guardian survey results:

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

Student survey results:

100% of student survey respondents "agree" their Teacher of Record (ToR) is available to speak with them when they need guidance.

99.9% of student survey respondents "agree" that the ToR cares about their education and is committed to helping them succeed.

96.9% of student survey respondents "agree" the curriculum provides challenging grade level instruction and assessment of their academic progress.

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, virtual learning lessons across all core subjects, and field trips throughout Southern California. In addition, Social Emotional Learning Lessons for students in grades K-12 were led by credentialed teachers and allowed students to connect with peers to learn important life skills. Excel Academy piloted a mental wellness survey for students in grades 7-12, and provided Care Solace to better support mental health of the educational partners. In addition, the Gifted Learner Program was launched and successfully well received. EACS students flourished as participants in the theater, Coder-Z, e-Sports, and Student Council programs.

4) Excel Academy's local assessment, i-Ready diagnostic benchmark assessments, were administered to measure student progress in the fall, winter, and spring during the 2022-2023 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, our school demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 78.8% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 12% since the first diagnostic in September. 72.6% of our students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 21% since the first diagnostic in September. Excel Academy attributes the progress and success to the consistent support and guidance of our

credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

5) Our students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. In ELA, 67% of students showed 1+ years growth, and 58% in math. Progress has been made to implement additional classes to serve students who need focus on early reading and foundational math support during the 2023-24 school year.

6) English Learners were provided with grade level appropriate weekly live instruction in reading, writing, listening, and speaking to build English language fluency. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC score reports.

7) Excel Academy's 87.2% graduation rate, 0% suspension and expulsion rates, and low chronic absenteeism rate of 1.0% is a success we are very proud of!

8) In addition to continuing to increase the school's A-G course offerings, Excel Academy continued to focus on increasing access to A-G courses with an emphasis on our 9th and 10th grade students. With great success, all core A-G required coursework is accessible for A-G completion. We introduced additional support for struggling students to meet Algebra 1 requirements and all students are on track to complete the next math sequence.

We will maintain or build on our educational partner engagement success by:

1) Excel Academy will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and providing resources, support, and opportunities for all students to continue to grow as lifelong learners. Excel Academy will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon.

2) Excel Academy will continue to offer opportunities for students to build rapport with peers while learning to enhance their social emotional well being through lessons and conversations.

3) Excel Academy will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, Excel Academy will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation in all areas of assessment.

4) Our English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking.

5) Excel Academy will maintain and build on our high school graduation success by focusing on supporting students to achieve their goal of high school graduation through continual monitoring of student data to identify students who are struggling and provide interventions to assist students in overcoming barriers so they can be successful and stay on track to complete courses and graduate.

6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for 2023-24.

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.

Excel Academy's administration will review the i-Ready and CAASPP data and create a plan to improve any areas that indicate low performance among student groups. In addition, Excel Academy's Intervention Department has provided the necessary resources and support, including live instruction, to students who recently scored in tier 2 and tier 3 on the spring i-Ready assessments. The team has also made it a priority to finalize the interventions and live instruction that will be in place for students who scored in tier 2 and tier 3 (one plus grade levels below the current grade levels) on i-Ready for the 23/24 school year. Our goal is to make sure that all students have the necessary interventions in place to progress and thrive in our model when school resumes.

LCAP Highlights

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

Goal 1: Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 2: Excel Academy will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students maintain active engagement to learn and improve their performance. We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal, as well as the actions and services, focuses on student, family, and teacher engagement and connectedness in an effort to attain a high average daily attendance and ongoing student engagement in learning.

Goal 3: Excel Academy will establish connections and partnerships with our families and the school community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication provides all educational partners opportunities for input regarding policy and program improvement. Building strong connections with students and parents leads to increased student engagement and achievement. Increasing the number of parent input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and community partners.

Goal 4: Excel Academy will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments. The goal, as well as the actions and services, focuses on monitoring each student's progress toward graduation and ensuring preparedness for college and career. Continual monitoring of student data to identify struggling students and interventions is central to keeping students on-track with course completion and their 4-Year Plan towards graduation. Graduation Rate, College/Career Prepared, CTE participation, and CAASPP scores are all metrics we monitor to ensure students are on track to graduation and to achieve their post-graduation goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School - Warner

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School - Warner

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School - Warner

Engaging Educational Partners

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

Excel Academy Charter School is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision making that concerns the education of our students and the quality of our school program. Communication about opportunities to provide input is provided through social media platforms, including Beehively, as well as during SSC, ELAC, and PAC meetings. There were 304 participants in our LCAP Parent Input Survey with a 28% increase in survey respondents from the 2022/23 school year. 96.1% of survey respondents agree that EACS provides opportunities for parents to give input and participate in the school and child's education. Excel Academy shared the survey results with educational partners on 5/4/2023 and in our prior newsletters.

Meetings for the Annual Review of the LCAP Goals and actions/services to determine their effectiveness and any modifications that would need to be made in order to improve our school program:

Approach to engaging our Educational Partners:

The scheduling of LCAP input meetings were planned in collaboration with our educational partners.

Timeline of Process:

Staff: Staff and department meetings are held and the EACS team is engaged in the review of the school wide goals to provide input prior to the approval of the LCAP. LCAP surveys are provided to the entire staff and survey results are reviewed and shared.

Leadership Team: Monthly cabinet meetings were held.

Collaboration topics:

Excel Academy's mission and vision

Increase parent understanding for the need of student assessments and participation

Expand CTE classes

Focus on providing interventions and helping students set academic and personal goals

Professional development within all departments: general education (elementary and high school), assessment and special programs, interventions, and Special Education

ELAC: 9/7/2022, 11/2/2022, 2/1/2023, 5/3/2023

SSC: 9/13/2022, 11/3/2022, 2/2/2023, 5/4/2023

PAC: 11/1/2022, 5/1/2023

SELPA Approval: June 2023 submitted

School Board LCAP Draft Public Hearing: 6/15/2023

School Board LCAP Adoption Public Meeting: 6/22/2023

A summary of the feedback provided by specific educational partners.

Analysis of educational partner input (ideas, trends, or inputs):

The results of the Excel Academy Charter School (EACS) stakeholder input surveys provided our staff with an opportunity to identify trends in what stakeholders are saying about EACS and to collaborate on best practices to continue to support student success.

Educational Partner Input:

96.7% of survey respondents "agree" that EACS' vision and mission are clear and understandable.

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

93.4% of survey respondents "agree" that their student(s) set personal academic achievement goals.

93% of the survey respondents "agree" that the WIN (What I Need) intervention program provides the supplemental support that helps students improve in academic areas they may be struggling with.

92.4% of survey respondents "agree" that EACS uses assessment data to modify and monitor curriculum and instruction of students.

92.1% of survey respondents "agree" that they feel connected to the school, valued and respected.

97% of survey respondents "agree" that they feel safe and welcome to meet with their child's teachers or school staff to discuss student progress.

97% of survey respondents "agree" that there is regular communication of their student's progress.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

95.4% of survey respondents "agree" that the school demonstrates good effort in providing opportunities for involvement and input.

98% of high school parent survey respondents "agree" that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready.

97% of high school parent survey respondents "agree" that the school provides opportunities for high school students to participate in CTE courses or graduation pathways.

95.7% of survey respondents overall agree that the school supports students in their academic goals.

96.1% of survey respondents overall agree that the school provides opportunities for parents to give input and participate in student's education.

In response to the survey input, the Director of Assessment and Accountability shared the survey results with educational partners to address trends in the input. The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters. There was no input that directly affected the LCAP goals and actions besides helpful suggestions to help strengthen the programs that are offered. The most consistent trend we found was praise for our school and appreciation for all of the resources provided to families. Sample responses include:

Educational Partner Input Trends:

"I am so pleased and impressed with Excel. I appreciate the team of teachers and professionals that have made our transition from a brick and mortar school to a virtual school so seamless. Our Teacher of Record is extremely responsive and creative in her supports to our family. Thank you!"

"Excel Academy staff is excellent!"

"Please continue with this outstanding approach to education, it is greatly appreciated!"

"Our ToR has been so instrumental in my daughters successes. I couldn't be more grateful for her!"

"I really appreciate your Vision and Mission statements. They are in alignment with what our family believes what educational institutions should be aiming."

"I believe we have everything possible with Excel to achieve my children's success in learning and can't think of anything else we may need in order to reach our goals."

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

How the educational partner input influenced the development of the LCAP:

There was no input that directly affected the LCAP goals and actions.

The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters.

Program Review: Prior to the finalization of the LCAP, stakeholders participated in a review of the LCAP draft during the ELAC and SSC meetings. The feedback consisted of clarifying questions about the program and overall support of our school and its programs.

Goals and Actions

Goal

Goal #	Description
1	Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting student achievement, the goal and our actions/services focus on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students and helps prevent learning gaps. The metrics we utilize to ensure students are on track for graduation include i-Ready, CAASPP, and ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall ELA Scores - Warner 66% met or exceeded grade level standard 22% standard nearly met 12% standard not met		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded grade level proficiency	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in math CAASPP in 2020-21.	2021-2022 CAASPP Overall Math Scores - Warner 54% met or exceeded grade level standard		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 2% each year.		A baseline will be developed from 2021-22 CAASPP data.	26% standard nearly met 20% standard not met		
i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	<p>2021 i-Ready ELA Fall Scores</p> <p>ALL Tier 1: 65.7% Tier 2: 23.6% Tier 3: 10.7%</p> <p>English Learners Tier 1: 39.5% Tier 2: 32.6% Tier 3: 27.9%</p> <p>Economically Disadvantaged Tier 1: 55.7% Tier 2: 26% Tier 3: 18.3%</p> <p>Students w/ IEPs Tier 1: 34.8% Tier 2: 31.9% Tier 3: 33.3%</p>	<p>2022 i-Ready ELA Spring Scores</p> <p>ALL Tier 1: 80.5% Tier 2: 13.8% Tier 3: 5.7%</p> <p>English Learners Tier 1: 76.7% Tier 2: 6.7% Tier 3: 16.7%</p> <p>Economically Disadvantaged Tier 1: 74.9% Tier 2: 17.5% Tier 3: 7.7%</p> <p>Students w/ IEPs Tier 1: 50.5% Tier 2: 21.6% Tier 3: 27.8%</p>	<p>2023 i-Ready ELA Spring Scores</p> <p>ALL Tier 1: 78.8% Tier 2: 13.2% Tier 3: 7.9%</p> <p>English Learners Tier 1: 47.4% Tier 2: 36.8% Tier 3: 15.8%</p> <p>Economically Disadvantaged Tier 1: 73.4% Tier 2: 16.8% Tier 3: 9.8%</p> <p>Students with IEPs Tier 1: 49.3% Tier 2: 17.8% Tier 3: 32.9%</p>		Decrease Tier III percentage by 2% each year
i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	<p>2021 i-Ready Math Fall Scores</p> <p>ALL Tier 1: 52.6% Tier 2: 34.4% Tier 3: 13%</p>	<p>2022 i-Ready Math Spring Scores</p> <p>ALL Tier 1: 74.2% Tier 2: 17.7% Tier 3: 8.1%</p>	<p>2023 i-Ready Math Spring Scores</p> <p>ALL Tier 1: 72.6% Tier 2: 18.3% Tier 3: 9.1%</p>		Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners Tier 1: 36.4% Tier 2: 45.5% Tier 3: 18.2%</p> <p>Economically Disadvantaged Tier 1: 40.6% Tier 2: 38.1% Tier 3: 21.3%</p> <p>Students w/ IEPs Tier 1: 31.9% Tier 2: 26.4% Tier 3: 41.7%</p>	<p>English Learners Tier 1: 63.3% Tier 2: 30% Tier 3: 6.7%</p> <p>Economically Disadvantaged Tier 1: 68.5% Tier 2: 20.8% Tier 3: 10.7%</p> <p>Students w/ IEPs Tier 1: 48% Tier 2: 18.4% Tier 3: 33.7%</p>	<p>English Learners Tier 1: 68.4% Tier 2: 21.1% Tier 3: 10.5%</p> <p>Economically Disadvantaged Tier 1: 68% Tier 2: 20.9% Tier 3: 11%</p> <p>Students with IEPs Tier 1: 37.5% Tier 2: 23.6% Tier 3: 38.9%</p>		
Increase ELPAC levels annually	A baseline will be developed from 2021-22 Summative ELPAC data.	Summative ELPAC results will be published by the state in the summer or fall of 2022.	Summative ELPAC results will be published by the state in the summer or fall of 2023.		Increase ELPAC proficiency by 2% each year.
State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		Excel Academy will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach
State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials		Excel Academy will maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.		No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building.		Yes
1.3	Broad Course of Study	1.3. All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	\$11,849,528.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and	\$96,360.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.		
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining the EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.		Yes
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.		No
1.7	Student Monitoring and Support	1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed ToR (Teacher of Record). Students who are performing below grade level on the fall i-Ready assessments will be required to take the mid-year i-Ready assessment(s).	\$60,910.00	Yes
1.8	Needs Assessment and Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	\$9,600.00	No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 1 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned Teacher of Record (ToR).

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: Parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training were provided to all parents.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed ToR. Students who were performing below grade level on the fall i-Ready assessments were required to take the mid-year i-Ready assessment(s).

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and

resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support. Once the CAASPP data is collected from 2023, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

Impact on Student Learning: Students have benefited academically from the increase of support provided by EACS teachers and intervention teams. They have observed an increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
2	We will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal and actions/services are focused on student, family, and teacher engagement and connectedness to attain a high average daily attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2020-21 data	Cumulative Enrollment: 1189, Chronic Absenteeism Count: 6, Chronic Absenteeism Rate: 0.5%	Cumulative Enrollment: 1048, Chronic Absenteeism Count: 14, Chronic Absenteeism Rate: 1.0%		Maintain an Absenteeism Rate of .01% or less
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% Expulsion Rate
Strive for 0% Suspension Rate each year	0% Suspension Rate	0% Suspension Rate	0% Suspension Rate		Maintain 0% Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	\$52,202.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	\$161,382.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	\$24,241.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	\$132,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 2 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 2.1: Excel Academy focused on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e. ELAC, SSC, and PAC), and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness.

Impact on Student Learning: There has been an increase in student attendance, in addition to an increase of student participation in SEL lessons, ELD Live, and WIN intervention classes. Attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2020-2021 Maintain or increase by 2%	Year 1 Outcome - 2021-2022 220 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 96% and 98% approval rate, Excel Academy is excelling in all areas mentioned below.	Year 2 Outcome - 2022-2023 304 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below.		Maintain or increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	<p>Overall Satisfaction Report: Based on 66 responses from parents/guardians</p> <p>97.6% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 220 responses from parents/guardians</p> <p>96.4% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.2% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.2% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 304 responses from parents/guardians</p> <p>95.7% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>96.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.4% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>		Maintain or increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated with staff in March of 2022.	The school safety plan was last reviewed and updated with staff in March of 2023.		Annual Review and Training Date

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 We will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
3.2	Educational Partner Partnerships	3.2 We will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.	\$414,540.00	Yes
3.3	School Climate	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$65,748.00	No
3.4	Student Services	3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$61,286.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Climate and School Safety	3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No
3.6	Communication and Translation Services	3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	\$6,308.00	Yes
3.7	School Operating Services	3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 3 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.

Effectiveness 3.2: Excel Academy engaged our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success. EACS built partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely

manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times.

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by clerical staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.

Impact on Student Learning: Increase in participation on the LCAP/WASC feedback survey for all educational partners. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. EACS recognizes a continued need to increase parent participation in SSC, ELAC and PAC meetings.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
4	We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting our students to achieve their goal of high school graduation and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. The continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation rate, college/career preparedness, and CTE participation are all metrics we monitor to ensure students are on track to graduate and to achieve their post-graduation goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data.	2020-21: 89.7% Graduation Rate 2020-21: 4.8% Dropout Rate	2021-22: 87.2%Graduation Rate 2021-22: Dropout Rate		Increase the graduation rate by 2%
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU prepared	2020-21: Number of Students participating in CTE: 27	2021-22: Number of Students participating in CTE: 9		Increase the % of College/Career Prepared students by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 49.03% Completed All Courses Required for UC/CSU Admission: 0	2021-22: Students enrolled in UC/CSU required courses for admission: 84 Completed All Courses Required for UC/CSU Admission: 1		Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	\$16,000.00	No
4.2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	\$208,431.00	No
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	\$625,124.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$148,970.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	\$31,730.00	No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 4 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance task prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.

Effectiveness 4.6: Excel Academy is working to expand A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.

Effectiveness 4.7: Excel Academy analyzes 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: 84 students enrolled in UC/CSU required courses for admission. Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
772,374	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.98%	0.00%	\$0.00	6.98%

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

Required Descriptions

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

As provided in the Academic Achievement metrics sections, the ELA i-Ready Diagnostic results demonstrate that:

2023 i-Ready ELA Spring Scores

ALL

Tier 1: 78.8%

Tier 2: 13.2%

Tier 3: 7.9%

English Learners

Tier 1: 47.4%

Tier 2: 36.8%

Tier 3: 15.8%

Economically Disadvantaged

Tier 1: 73.4%

Tier 2: 16.8%

Tier 3: 9.8%

Students with IEPs

Tier 1: 49.3%

Tier 2: 17.8%

Tier 3: 32.9%

As provided in the Academic Achievement metrics sections, the math i-Ready Diagnostic results demonstrate that:

2023 i-Ready Math Spring Scores

ALL

Tier 1: 72.6%

Tier 2: 18.3%

Tier 3: 9.1%

English Learners

Tier 1: 68.4%

Tier 2: 21.1%

Tier 3: 10.5%

Economically Disadvantaged

Tier 1: 68%

Tier 2: 20.9%

Tier 3: 11%

Students with IEPs

Tier 1: 37.5%

Tier 2: 23.6%

Tier 3: 38.9%

How the action(s) intend to meet the needs of students served by the action:

To address these needs in reference to the data, Excel Academy Charter School is focused on increasing the quality and quantity of services by actively using data systems to engage in in-depth analysis of student records, local and state assessment data to accurately assess student progress and develop appropriate interventions and accelerations to support Low Income pupils, Foster Youth, English Learners, and Students With Disabilities to support academic success or refer to the RTI, SST or IEP team.

Excel Academy Charter School's LCAP is focused on providing services and support for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) with the use of supplemental funding that is directed toward unduplicated students to increase and improve services for students who are low income, English Learners, foster youth, and/or homeless. Through educational partner collaboration and input, and the review of our local assessments, data was analyzed to address specific identified student needs and learning gaps. Actions and services were identified to determine the appropriate and effective use of funds to meet the needs and improve the outcomes for all students.

Goal 1 focuses on providing quality curricula to students and using assessments in reading and math to ensure they are meeting the state standards. Action 1.4 focuses on improving the quality of services through relevant and ongoing professional development that addresses topics such as goal setting, creating pacing guides and best practices for supporting high school students. This action is important for the success of all students, but is particularly important to the achievement of English Learners, foster youth, low-income students, and students with disabilities (SWDs). Action 1.5 focuses on improving services in quality by providing parent training and workshops to equip parents in all aspects of education, including expectations and requirements, choosing a standards-based curriculum, and how to locate school-sponsored field trips and approved community partners to help enrich the learning experience. ELAC meetings are held regularly to support parents in understanding the ELD (English Language Development) curriculum, accessing resources, and ensuring they are informed about the reclassification process. This is effective in meeting the needs of these subgroups because when parents are engaged and informed, they are more likely to take advantage of the resources offered and provide valuable input which leads to improved services for their

students. Action 1.7 focuses on monitoring and supporting students in the What I Need (WIN) program. Teachers receive updated training each year and monitor students in the program weekly. This action benefits our underrepresented students because if they are behind grade level they receive personalized intervention lessons to fill in learning gaps and support progress in their grade-level curriculum. This ensures that these students receive individualized attention and do not fall behind.

Goal 3 targets community-building among all of our educational partners. To best support student growth and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs), we strive to foster engagement, involvement, and satisfaction so that all educational partners have input in school policy and program decisions. Action 3.6 ensures that important materials, documents, and conversations are translated for our EL students and their families. This helps cultivate a sense of collaboration and guards against confusion and misunderstanding.

Our actions and services in Goal 4 increase services by monitoring students as they transition into high school and ensuring that they stay on course with their 4-Year Plan. Action 4.4 ensures that all students, and especially our English Learners, students with disabilities (SWD), foster youth and low-income students have access to test preparation materials to support student achievement on the CAASPP and i-Ready assessments. This results in higher achievement for all students. Action 4.5 is in place to make sure that foster youth and low income students have the opportunity to take AP examinations regardless of their financial status. This is effective because it is an attempt to remove any barriers low income students might have to college and career readiness.

All of our goals and actions were created with all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) in mind. It is our deepest desire that each of these student groups would receive the attention and support needed to ensure their emotional and academic success. We are confident these actions will be effective in helping our school meet the goals set for these student groups because our data supports that clear communication with families, ongoing teacher communication, encouragement and support, and access to academic intervention have a significant impact in increasing student engagement and achievement. With the help of staff, teacher and parent feedback, we have been able to identify the actions that will be most effective in closing learning gaps and making certain that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) feel connected to their school and its personnel.

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

Services for our low-income, English Learners, and foster youth are targeted interventions that were identified through a collaborative effort with the school's Executive Director, Director of Assessment and Accountability, Assistant Director of Intervention, High School Principal, and High School Counselors. The goals and actions in the LCAP are focused on increasing services and improving the quality of the academic

support to improve student performance, educational partner engagement, and the level of college and career readiness of our student groups. Through a collaborative effort, the school leadership team, taking into account the feedback provided from all educational partners, identified the next steps to growth towards each of our goals. We expect to see improvement in student engagement and achievement as reflected in i-Ready and CAASPP test scores, and an increase in our graduation and college and career readiness rate.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,656,560.00	\$246,890.00		\$60,910.00	\$13,964,360.00	\$8,596,553.00	\$5,367,807.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All					
1	1.2	Student Monitoring	English Learners Foster Youth Low Income					
1	1.3	Broad Course of Study	All	\$11,849,528.00				\$11,849,528.00
1	1.4	Professional Development	All	\$13,200.00	\$83,160.00			\$96,360.00
1	1.5	Parent Training	English Learners					
1	1.6	Grade Level Curriculum and Instruction	All					
1	1.7	Student Monitoring and Support	English Learners Foster Youth Low Income				\$60,910.00	\$60,910.00
1	1.8	Needs Assessment and Data Analysis	All	\$9,600.00				\$9,600.00
2	2.1	School Climate and Student Engagement	All	\$52,202.00				\$52,202.00
2	2.2	Certificated and Classified Salaries and Benefits	All	\$161,382.00				\$161,382.00
2	2.3	Educational Partner Communication	All	\$24,241.00				\$24,241.00
2	2.4	Technology	All		\$132,000.00			\$132,000.00
2	2.5	Professional Development	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Partner Engagement	All					
3	3.2	Educational Partner Partnerships	English Learners Foster Youth Low Income	\$414,540.00				\$414,540.00
3	3.3	School Climate	All	\$65,748.00				\$65,748.00
3	3.4	Student Services	All	\$61,286.00				\$61,286.00
3	3.5	School Climate and School Safety	All					
3	3.6	Communication and Translation Services	English Learners	\$6,308.00				\$6,308.00
3	3.7	School Operating Services	All					
4	4.1	College and Career Readiness and Career Technical Education	All	\$16,000.00				\$16,000.00
4	4.2	High School Graduation	All	\$208,431.00				\$208,431.00
4	4.3	High School Curriculum and Instruction	All	\$625,124.00				\$625,124.00
4	4.4	Testing	English Learners Foster Youth Low Income	\$148,970.00				\$148,970.00
4	4.5	Testing	Foster Youth Low Income					
4	4.6	A-G and Career Technical Education Courses	All		\$31,730.00			\$31,730.00
4	4.7	Needs Assessment - Data Analysis	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,069,130	772,374	6.98%	0.00%	6.98%	\$569,818.00	0.00%	5.15 %	Total:	\$569,818.00
								LEA-wide Total:	\$569,818.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.4	Professional Development				All Schools	\$13,200.00	
1	1.5	Parent Training	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$414,540.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$6,308.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$148,970.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,607,675.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No		
1	1.2	Student Monitoring	Yes		
1	1.3	Broad Course of Study	No	\$5,453,947.00	
1	1.4	Professional Development	No	\$59,972.00	
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$334,699.00	
1	1.8	Needs Assessment and Data Analysis	No	\$26,450.00	
2	2.1	School Climate and Student Engagement	No	\$47,390.00	
2	2.2	Certificated and Classified Salaries and Benefits	No	\$4,221,353.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Partner Communication	No	\$5,607.00	
2	2.4	Technology	No	\$54,370.00	
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$122,315.00	
3	3.3	School Climate	No	\$10,000.00	
3	3.4	Student Services	No	\$52,000.00	
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translation Services	Yes	\$7,500.00	
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$16,000.00	
4	4.2	High School Graduation	No	\$173,572.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No		
4	4.4	Testing	Yes	\$22,500.00	
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No		
4	4.7	Needs Assessment - Data Analysis	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$324,699.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	\$294,699.00			
3	3.2	Educational Partner Partnerships	Yes				
3	3.6	Communication and Translation Services	Yes	\$7,500.00			
4	4.4	Testing	Yes	\$22,500.00			
4	4.5	Testing	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

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

Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Coversheet

Approval of Board of Directors Stipend Increase

Section: XI. Business/Financial Services
Item: B. Approval of Board of Directors Stipend Increase
Purpose: Vote
Submitted by:

BACKGROUND:

On March 9, 2023, board meeting, the Board of Directors unanimously approved an increase in salaries and benefits for all Excel Academy Charter Schools (EACS) staff members. This decision is a clear demonstration of their deep appreciation for the hard work and tireless efforts put in by each and every one of our staff members.

In the spirit of transparency, we request the Board of Directors consider a small adjustment to the monthly stipend for all board members. Currently set at \$600, an increase to \$650 would be fair and in line with industry standards. This adjustment would have an annual fiscal impact of \$3,000 for the entire five-member board, so it's a modest change.

The proposed monthly stipend of \$650 aligns perfectly with what neighboring local educational agencies offer to their respective board members. Adhering to this precedent ensures that fair compensation is maintained among educational organizations in our area.

This adjustment is both reasonable and necessary to ensure that our Board of Directors are fairly compensated for their valuable contributions to our organization.

RECOMMENDATION:

It is recommended that the Board of Directors approve to increase the monthly stipend for members of the Board of Directors from \$600 to \$650.

Coversheet

Approval of the Local Indicators and Local Control & Accountability Plan (LCAP) 2023-24

Section: XII. Education/Student Services
Item: A. Approval of the Local Indicators and Local Control & Accountability
Plan (LCAP) 2023-24
Purpose: Vote
Submitted by:
Related Material:
2023_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20230608_FINAL.pdf
2023_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Warner_20230609_FINAL.pdf



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Helendale

CDS Code: California

School Year: 2023-24

LEA contact information:

Heidi Gasca

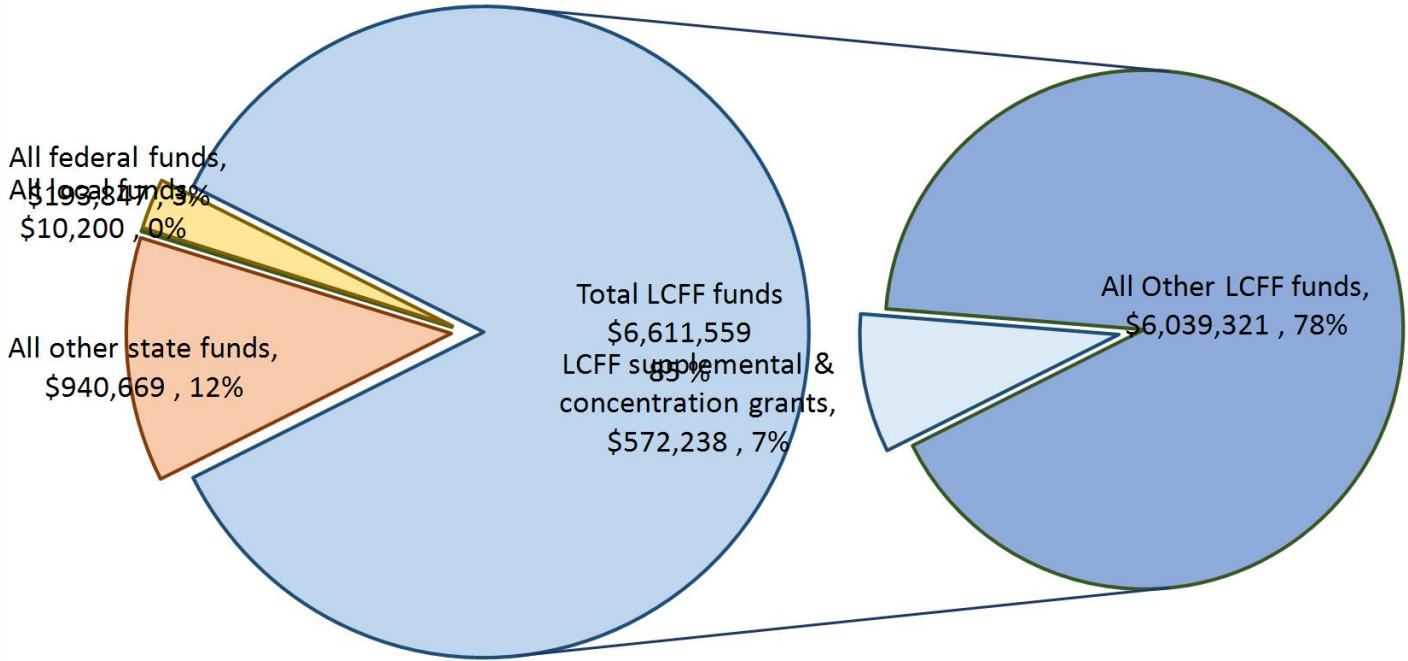
Executive Director

(949) 412-3122

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

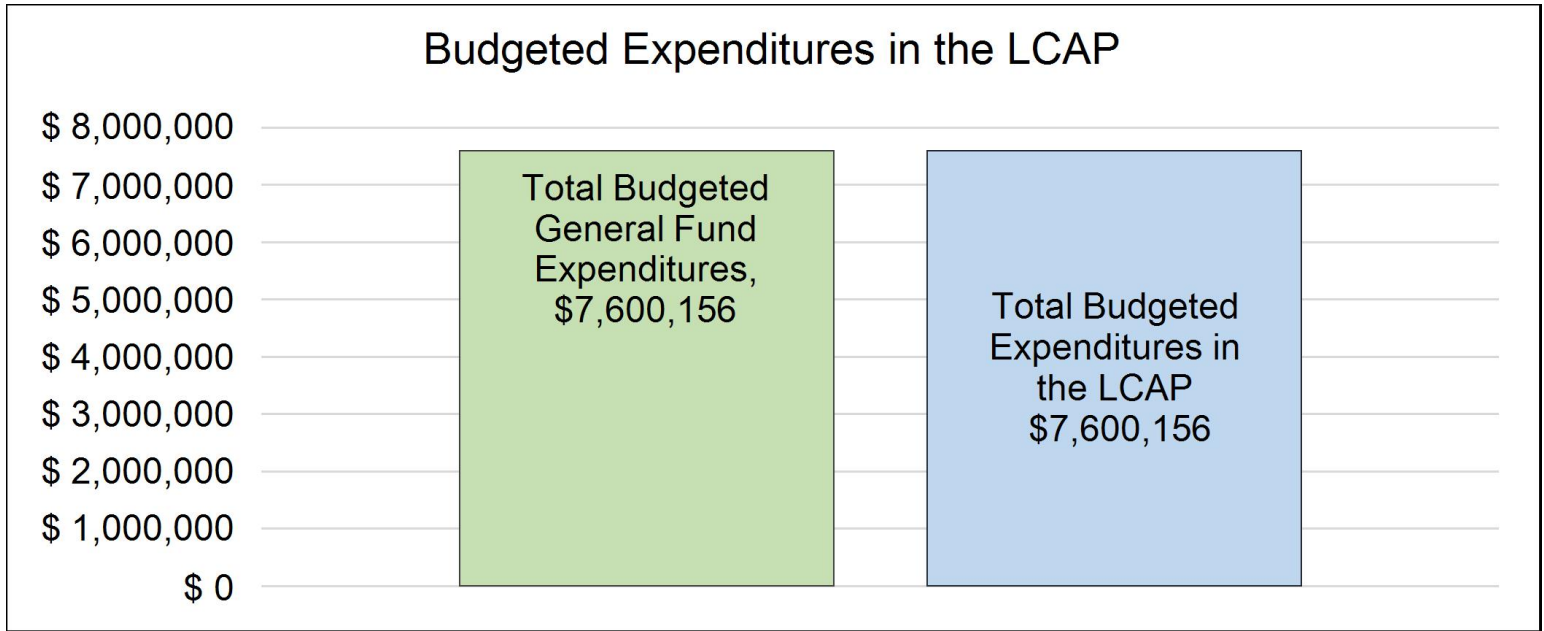


This chart shows the total general purpose revenue Excel Academy Charter School - Helendale expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Helendale is \$7,756,275, of which \$6,611,559 is Local Control Funding Formula (LCFF), \$940,669 is other state funds, \$10,200 is local funds, and \$193,847 is federal funds. Of the \$6,611,559 in LCFF Funds, \$572,238 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 Excel Academy Charter School - Helendale plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

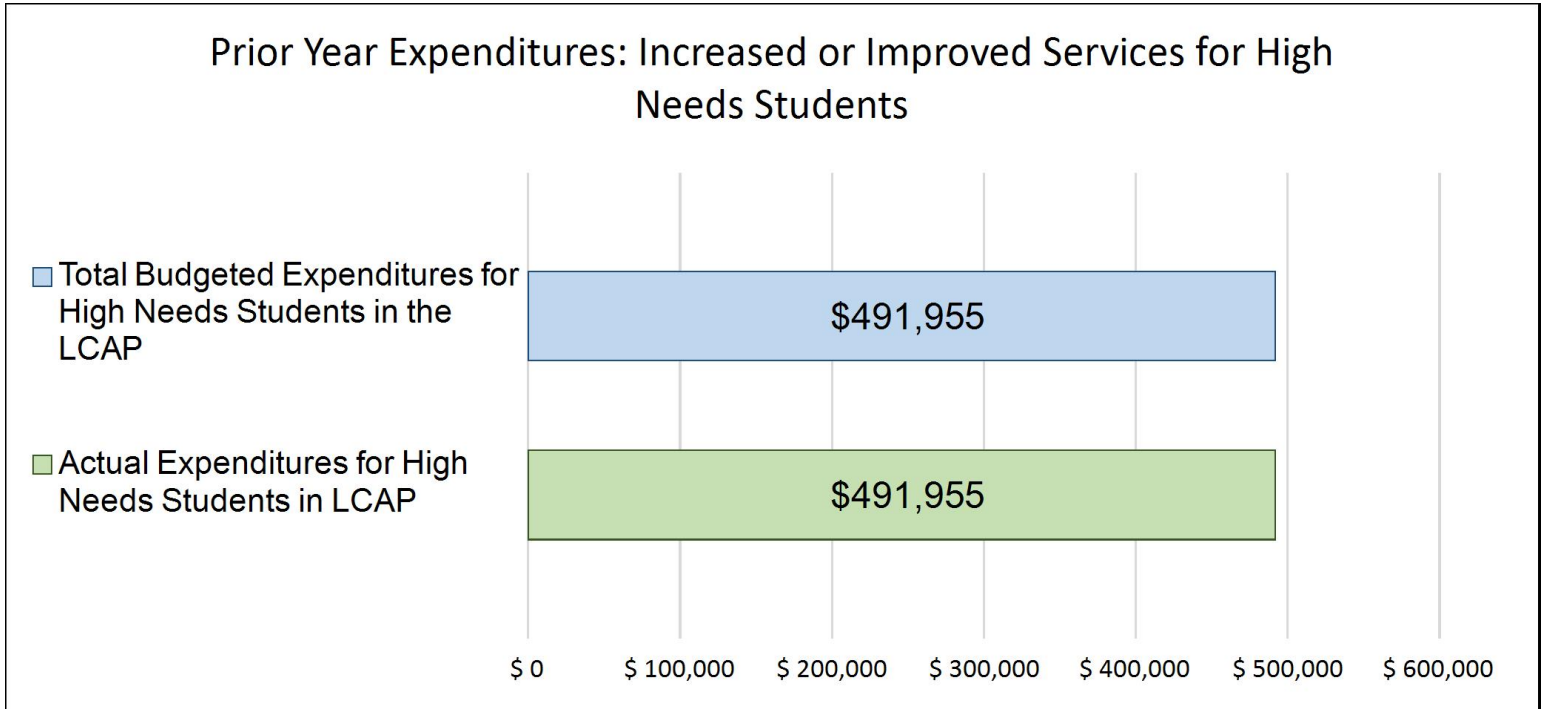
The text description of the above chart is as follows: Excel Academy Charter School - Helendale plans to spend \$7,600,156 for the 2023-24 school year. Of that amount, \$7,600,156 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Excel Academy Charter School - Helendale is projecting it will receive \$572,238 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Helendale must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Helendale plans to spend \$572,238 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Excel Academy Charter School - Helendale's LCAP budgeted \$491,955 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Helendale actually spent \$491,955 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2023-24]

General Information

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

Excel Academy Charter School is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12. Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. Excel Academy is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student oriented, focused on quality education and student performance, and is committed to ongoing improvement. Excel Academy offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support for social and emotional success. In addition, families meet in person at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP). Excel Academy believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout San Bernardino, Los Angeles, Kern, and Inyo counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. On CBEDS day 2022-23, Excel Academy Charter School- Helendale reported an enrollment of 545 students. This includes the enrollment of 49.9% socio-economically disadvantaged, 3.1% English Learners, 9.7% Special Education, .5% Homeless, and .1% Foster Youth. 47.3% of students enrolled in Excel Academy Charter School- Helendale are Hispanic.

Mission Statement:

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

Reflections: Successes

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

Excel Academy Charter School is most proud of the following:

1) This year, the California Distinguished Schools program recognized Excel Academy for their excellent work in closing the achievement gap and achieving exceptional student performance.

2) The dedication of the EACS staff has proven to ensure consistent and valued communication between all educational partners. The number one priority is the success of the students academically, socially, and emotionally. With systems in place, all students' individual needs are addressed and supported as each student is encouraged and guided to meet or exceed grade level expectations. Based on the recent LCAP survey results, parents and students agree that Excel Academy is dedicated to providing an education that denotes excellence.

Parent/Guardian survey results:

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

Student survey results:

100% of student survey respondents "agree" their Teacher of Record (ToR) is available to speak with them when they need guidance.

99.9% of student survey respondents "agree" that the ToR cares about their education and is committed to helping them succeed.

96.9% of student survey respondents "agree" the curriculum provides challenging grade level instruction and assessment of their academic progress.

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, virtual learning lessons across all core subjects, and field trips throughout Southern California. In addition, Social Emotional Learning Lessons for students in grades K-12 were led by credentialed teachers and allowed students to connect with peers to learn important life skills. Excel Academy piloted a mental wellness survey for students in grades 7-12, and provided Care Solace to better support mental health of the educational partners. In addition, the Gifted Learner Program was launched and successfully well received. EACS students flourished as participants in the theater, Coder-Z, e-Sports, and Student Council programs.

4) Excel Academy's local assessment, i-Ready diagnostic benchmark assessments, were administered to measure student progress in the fall, winter, and spring during the 2022-2023 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, our

school demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 76.3% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 12% since the first diagnostic in September. 68.8% of our students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 20% since the first diagnostic in September. Excel Academy attributes the progress and success to the consistent support and guidance of our credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

5) Our students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. In ELA, 49% of students showed 1+ years growth, and 53% in math. Progress has been made to implement additional classes to serve students who need focus on early reading and foundational math support during the 2023-24 school year.

6) English Learners were provided with grade level appropriate weekly live instruction in reading, writing, listening, and speaking to build English language fluency. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC score reports.

7) Excel Academy's 100% graduation rate, 0% suspension and expulsion rates, and a low chronic absenteeism rate of 1.1% is a success we are very proud of!

8) In addition to continuing to increase the school's A-G course offerings, Excel Academy continued to focus on increasing access to A-G courses with an emphasis on our 9th and 10th grade students. With great success, all core A-G required coursework is accessible for A-G completion. We introduced additional support for struggling students to meet Algebra 1 requirements and all students are on track to complete the next math sequence.

We will maintain or build on our educational partner engagement success by:

1) Excel Academy will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and providing resources, support, and opportunities for all students to continue to grow as lifelong learners. Excel Academy will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon.

2) Excel Academy will continue to offer opportunities for students to build rapport with peers while learning to enhance their social emotional well being through lessons and conversations.

3) Excel Academy will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, Excel Academy will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation in all areas of assessment.

- 4) Our English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking.
- 5) Excel Academy will maintain and build on our high school graduation success by focusing on supporting students to achieve their goal of high school graduation through continual monitoring of student data to identify students who are struggling and provide interventions to assist students in overcoming barriers so they can be successful and stay on track to complete courses and graduate.
- 6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for 2023-24.

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.

Excel Academy's administration will review the i-Ready and CAASPP data and create a plan to improve any areas that indicate low performance among student groups. In addition, Excel Academy's Intervention Department has provided the necessary resources and support, including live instruction, to students who recently scored in tier 2 and tier 3 on the spring i-Ready assessments. The team has also made it a priority to finalize the interventions and live instruction that will be in place for students who scored in tier 2 and tier 3 (one plus grade levels below the current grade levels) on i-Ready for the 23/24 school year. Our goal is to make sure that all students have the necessary interventions in place to progress and thrive in our model when school resumes.

LCAP Highlights

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

Goal 1: Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 2: Excel Academy will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students maintain active engagement to learn and improve their performance. We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal, as well as the actions and services, focuses on student, family, and teacher engagement and connectedness in an effort to attain a high average daily attendance and ongoing student engagement in learning.

Goal 3: Excel Academy will establish connections and partnerships with our families and the school community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication provides all educational partners opportunities for input regarding policy and program improvement. Building strong connections with students and parents leads to increased student engagement and achievement. Increasing the number of Parent Input Survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and community partners.

Goal 4: Excel Academy will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments. The goal, as well as the actions and services, focuses on monitoring each student's progress toward graduation and ensuring preparedness for college and career. Continual monitoring of student data to identify struggling students and interventions is central to keeping students on-track with course completion and their 4-Year Plan towards graduation. Graduation Rate, College/Career Prepared, CTE participation, and CAASPP scores are all metrics we monitor to ensure students are on track to graduation and to achieve their post-graduation goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School – Helendale

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School – Helendale

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School – Helendale

Engaging Educational Partners

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

Excel Academy Charter School is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision making that concerns the education of our students and the quality of our school program. Communication about opportunities to provide input is provided through social media platforms, including Beehively, as well as during SSC, ELAC, and PAC meetings. There were 304 participants in our LCAP Parent Input Survey with a 28% increase in survey respondents from the 2022/23 school year. 96.1% of survey respondents agree that EACS provides opportunities for parents to give input and participate in the school and child's education. Excel Academy shared the survey results with educational partners on 5/4/2023 and in our prior newsletters.

Meetings for the Annual Review of the LCAP Goals and actions/services to determine their effectiveness and any modifications that would need to be made in order to improve our school program:

Approach to engaging our Educational Partners:

The scheduling of LCAP input meetings were planned in collaboration with our educational partners.

Timeline of Process:

Staff: Staff and department meetings are held and the EACS team is engaged in the review of the school wide goals to provide input prior to the approval of the LCAP. LCAP surveys are provided to the entire staff and survey results are reviewed and shared.

Leadership Team: Monthly cabinet meetings were held.

Collaboration topics:

Excel Academy's mission and vision

Increase parent understanding for the need of student assessments and participation

Expand CTE classes

Focus on providing interventions and helping students set academic and personal goals

Professional development within all departments: general education (elementary and high school), assessment and special programs, interventions, and Special Education

ELAC: 9/7/2022, 11/2/2022, 2/1/2023, 5/3/2023

SSC: 9/13/2022, 11/3/2022, 2/2/2023, 5/4/2023

PAC: 11/1/2022, 5/1/2023

SELPA Approval: June 2023 submitted

School Board LCAP Draft Public Hearing: 6/15/2023

School Board LCAP Adoption Public Meeting: 6/22/2023

A summary of the feedback provided by specific educational partners.

Analysis of educational partner input (ideas, trends, or inputs):

The results of the Excel Academy Charter School (EACS) stakeholder input surveys provided our staff with an opportunity to identify trends in what stakeholders are saying about EACS and to collaborate on best practices to continue to support student success.

Educational Partner Input:

96.7% of survey respondents "agree" that EACS' vision and mission are clear and understandable.

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

93.4% of survey respondents "agree" that their student(s) set personal academic achievement goals.

93% of the survey respondents "agree" that the WIN (What I Need) intervention program provides the supplemental support that helps students improve in academic areas they may be struggling with.

92.4% of survey respondents "agree" that EACS uses assessment data to modify and monitor curriculum and instruction of students.

92.1% of survey respondents "agree" that they feel connected to the school, valued and respected.

97% of survey respondents "agree" that they feel safe and welcome to meet with their child's teachers or school staff to discuss student progress.

97% of survey respondents "agree" that there is regular communication of their student's progress.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

95.4% of survey respondents "agree" that the school demonstrates good effort in providing opportunities for involvement and input.

98% of high school parent survey respondents "agree" that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready.

97% of high school parent survey respondents "agree" that the school provides opportunities for high school students to participate in CTE courses or graduation pathways.

95.7% of survey respondents overall agree that the school supports students in their academic goals.

96.1% of survey respondents overall agree that the school provides opportunities for parents to give input and participate in student's education.

In response to the survey input, the Director of Assessment and Accountability shared the survey results with educational partners to address trends in the input. The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters. There was no input that directly affected the LCAP goals and actions besides helpful suggestions to help strengthen the programs that are offered. The most consistent trend we found was praise for our school and appreciation for all of the resources provided to families. Sample responses include:

Educational Partner Input Trends:

"I am so pleased and impressed with Excel. I appreciate the team of teachers and professionals that have made our transition from a brick and mortar school to a virtual school so seamless. Our Teacher of Record is extremely responsive and creative in her supports to our family. Thank you!"

"Excel Academy staff is excellent!"

"Please continue with this outstanding approach to education, it is greatly appreciated!"

"Our ToR has been so instrumental in my daughters successes. I couldn't be more grateful for her!"

"I really appreciate your Vision and Mission statements. They are in alignment with what our family believes what educational institutions should be aiming."

"I believe we have everything possible with Excel to achieve my children's success in learning and can't think of anything else we may need in order to reach our goals."

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

How the educational partner input influenced the development of the LCAP:

There was no input that directly affected the LCAP goals and actions.

The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters.

Program Review: Prior to the finalization of the LCAP, stakeholders participated in a review of the LCAP draft during the ELAC and SSC meetings. The feedback consisted of clarifying questions about the program and overall support of our school and its programs.

Goals and Actions

Goal

Goal #	Description
1	Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting student achievement, the goal and our actions/services focus on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students and helps prevent learning gaps. The metrics we utilize to ensure students are on track for graduation include i-Ready, CAASPP, and ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall ELA Scores - Helendale 59% met or exceeded grade level standard 23% standard nearly met 18% standard not met		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in math CAASPP in 2020-21. A baseline will be	2021-2022 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standard		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade level proficiency by 2% each year.		developed from 2021-22 CAASPP data.	22% standard nearly met 30% standard not met		
i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready ELA Fall Scores ALL Tier 1: 62.2% Tier 2: 23.7% Tier 3: 14.1% English Learners Tier 1: 42.9% Tier 2: 35.7% Tier 3: 21.4% Economically Disadvantaged Tier 1: 62.1% Tier 2: 18.6% Tier 3: 19.3% Students w/ IEPs Tier 1: 40% Tier 2: 27.5% Tier 3: 32.5%	2022 i-Ready ELA Spring Scores ALL Tier 1: 76% Tier 2: 15.2% Tier 3: 8.8% English Learners Tier 1: 65.2% Tier 2: 8.7% Tier 3: 26.1% Economically Disadvantaged Tier 1: 66.5% Tier 2: 21.9% Tier 3: 11.6% Students with IEPs Tier 1: 46.7% Tier 2: 20% Tier 3: 33.3%	2023 i-Ready ELA Spring Scores ALL Tier 1: 76.3% Tier 2: 13.1% Tier 3: 10.5% English Learners Tier 1: 56.3% Tier 2: 18.8% Tier 3: 25% Economically Disadvantaged Tier 1: 69.8% Tier 2: 16.5% Tier 3: 13.6% Students with IEPs Tier 1: 34.8% Tier 2: 19.6% Tier 3: 45.7%		Decrease Tier III percentage by 2% each year
i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready Math Fall Scores ALL Tier 1: 47.4% Tier 2: 30.9% Tier 3: 21.7%	2022 i-Ready Math Spring Scores ALL Tier 1: 68.3% Tier 2: 19.6% Tier 3: 12.1%	2023 i-Ready Math Spring Scores ALL Tier 1: 68.8% Tier 2: 20.2% Tier 3: 11.1%		Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners Tier 1: 51.9% Tier 2: 25.9% Tier 3: 22.2%</p> <p>Economically Disadvantaged Tier 1: 48.2% Tier 2: 26.6% Tier 3: 25.2%</p> <p>Students w/ IEPs Tier 1: 27.5% Tier 2: 22.5% Tier 3: 50%</p>	<p>English Learners Tier 1: 65.2% Tier 2: 17.4% Tier 3: 17.4%</p> <p>Economically Disadvantaged Tier 1: 62.6% Tier 2: 21.5% Tier 3: 15.9%</p> <p>Students with IEPs Tier 1: 39.7% Tier 2: 19% Tier 3: 41.4%</p>	<p>English Learners Tier 1: 75% Tier 2: 6.3% Tier 3: 18.8%</p> <p>Economically Disadvantaged Tier 1: 62.1% Tier 2: 25.5% Tier 3: 12.3%</p> <p>Students with IEPs Tier 1: 30.4% Tier 2: 19.6% Tier 3: 50%</p>		
Increase ELPAC levels annually	A baseline will be developed from 2021-22 Summative ELPAC data.	Summative ELPAC results will be published by the state in the summer or fall of 2022.	Summative ELPAC results will be published by the state in the summer or fall of 2023.		Increase ELPAC proficiency by 2% each year.
State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		Excel Academy will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach
State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials		Excel Academy will maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.		No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources n to promote academic growth, in addition to social-emotional awareness classes and character building.		Yes
1.3	Broad Course of Study	1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students) <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	\$6,267,670.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and	\$49,640.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.		
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.		Yes
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.		No
1.7	Student Monitoring and Support	1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed ToR (Teacher of Record). Students who are performing below grade level on the fall i-Ready assessments will be required to take the mid-year i-Ready assessment(s).	\$31,378.00	Yes
1.8	Needs Assessment - Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	\$4,945.00	No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 1 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned Teacher of Record (ToR).

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: Parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training were provided to all parents.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed ToR. Students who were performing below grade level on the fall i-Ready assessments were required to take the mid-year i-Ready assessment(s).

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and

resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support. Once the CAASPP data is collected from 2023, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

Impact on Student Learning: Students have benefited academically from the increase of support provided by EACS teachers and intervention teams. They have observed an increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
2	We will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal and actions/services are focused on student, family, and teacher engagement and connectedness to attain a high average daily attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2020-21 data	Cumulative Enrollment: 521, 8 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.5%	Cumulative Enrollment: 545, 7 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.1%		Maintain an Absenteeism Rate of .01% or lower
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% Expulsion Rate
Strive for 0% Suspension Rate each year	0% Suspension Rate	0% Suspension Rate	0% Suspension Rate		Maintain 0% Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	\$27,922.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	\$83,136.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	\$12,488.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	\$68,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 2 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 2.1: Excel Academy focused on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e. ELAC, SSC, and PAC), and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness.

Impact on Student Learning: There has been an increase in student attendance, in addition to an increase of student participation in SEL lessons, ELD Live, and WIN intervention classes. Attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2020-2021 Maintain or increase by 2%	Year 1 Outcome - 2021-2022 220 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 96% and 98% approval rate, Excel Academy is excelling in all areas mentioned below.	Year 2 Outcome - 2022-2023 304 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below.		Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	<p>Overall Satisfaction Report: Based on 66 responses from parents/guardians</p> <p>97.6% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 220 responses from parents/guardians</p> <p>96.4% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.2% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.2% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 304 responses from parents/guardians</p> <p>95.7% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>96.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.4% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>		Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated with staff in March of 2022.	The school safety plan was last reviewed and updated with staff in March of 2023.		Annual Review and Training Date

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 We will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
3.2	Educational Partner Partnerships	3.2 We will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.	\$213,551.00	Yes
3.3	School Climate	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$33,870.00	No
3.4	Student Services	3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$31,572.00	No
3.5	School Climate and School Safety	3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No

Action #	Title	Description	Total Funds	Contributing
3.6	Communication and Translating Services	3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	\$3,250.00	Yes
3.7	School Operating Services	3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 3 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.

Effectiveness 3.2: Excel Academy engaged educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success. EACS built partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times.

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by clerical staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.

Impact on Student Learning: Increase in participation on the LCAP/WASC feedback survey for all educational partners. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. EACS recognizes a continued need to increase parent participation in SSC, ELAC and PAC meetings.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
4	We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all Educational Partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting our students to achieve their goal of high school graduation and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. The continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation rate, college/career preparedness, and CTE participation are all metrics we monitor to ensure students are on track to graduate and to achieve their post-graduation goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data.	2020-21: 93.8% Graduation Rate 2020-21: 6.3% Dropout Rate	2021-22: 100% Graduation Rate 2021-22: 0% Dropout Rate		Increase the graduation rate by 2%
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness	2020-21: Number of Students participating in CTE: 11	2021-22: Number of Students participating in CTE: 13		Increase the % of College/Career Prepared students by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 54.43% Completed All Courses Required for UC/CSU Admission: 0	2021-22: Students enrolled in UC/CSU required courses for admission: 34 Completed All Courses Required for UC/CSU Admission: 0		Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	\$8,200.00	No
4.2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	\$107,374.00	No
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	\$322,034.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$76,742.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	\$16,346.00	No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 4 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance task prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.

Effectiveness 4.6: Excel Academy is working to expand A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.

Effectiveness 4.7: Excel Academy analyzes 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: 34 students enrolled in UC/CSU required courses for admission. Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
483,278.00	0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.45%	0.00%	\$0.00	8.45%

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

Required Descriptions

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

As provided in the Academic Achievement metrics sections, the ELA i-Ready Diagnostic results demonstrate that:

2023 i-Ready ELA Spring Scores

ALL

Tier 1: 76.3%

Tier 2: 13.1%

Tier 3: 10.5%

English Learners

Tier 1: 56.3%

Tier 2: 18.8%

Tier 3: 25%

Economically Disadvantaged

Tier 1: 69.8%

Tier 2: 16.5%

Tier 3: 13.6%

Students with IEPs

Tier 1: 34.8%

Tier 2: 19.6%

Tier 3: 45.7%

As provided in the Academic Achievement metrics sections, the math i-Ready Diagnostic results demonstrate that:

2023 i-Ready Math Spring Scores

ALL

Tier 1: 68.8%

Tier 2: 20.2%

Tier 3: 11.1%

English Learners

Tier 1: 75%

Tier 2: 6.3%

Tier 3: 18.8%

Economically Disadvantaged

Tier 1: 62.1%

Tier 2: 25.5%

Tier 3: 12.3%

Students with IEPs

Tier 1: 30.4%

Tier 2: 19.6%

Tier 3: 50%

How the action(s) intend to meet the needs of students served by the action:

To address these needs in reference to the data, Excel Academy Charter School is focused on increasing the quality and quantity of services by actively using data systems to engage in in-depth analysis of student records, local and state assessment data to accurately assess student progress and develop appropriate interventions and accelerations to support Low Income pupils, Foster Youth, English Learners, and Students With Disabilities to support academic success or refer to the RTI, SST or IEP team.

Excel Academy Charter School's LCAP is focused on providing services and support for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) with the use of supplemental funding that is directed toward unduplicated students to increase and improve services for students who are low income, English Learners, foster youth, and/or homeless. Through educational partner collaboration and input, and the review of our local assessments, data was analyzed to address specific identified student needs and learning gaps. Actions and services were identified to determine the appropriate and effective use of funds to meet the needs and improve the outcomes for all students.

Goal 1 focuses on providing quality curricula to students and using assessments in reading and math to ensure they are meeting the state standards. Action 1.4 focuses on improving the quality of services through relevant and ongoing professional development that addresses topics such as goal setting, creating pacing guides and best practices for supporting high school students. This action is important for the success of all students, but is particularly important to the achievement of English Learners, foster youth, low-income students, and students with disabilities (SWDs). Action 1.5 focuses on improving services in quality by providing parent training and workshops to equip parents in all aspects of education, including expectations and requirements, choosing a standards-based curriculum, and how to locate school-sponsored field trips and approved community partners to help enrich the learning experience. ELAC meetings are held regularly to support parents in understanding the ELD (English Language Development) curriculum, accessing resources, and ensuring they are informed about

the reclassification process. This is effective in meeting the needs of these subgroups because when parents are engaged and informed, they are more likely to take advantage of the resources offered and provide valuable input which leads to improved services for their students. Action 1.7 focuses on monitoring and supporting students in the What I Need (WIN) program. Teachers receive updated training each year and monitor students in the program weekly. This action benefits our underrepresented students because if they are behind grade level they receive personalized intervention lessons to fill in learning gaps and support progress in their grade-level curriculum. This ensures that these students receive individualized attention and do not fall behind.

Goal 3 targets community-building among all of our educational partners. To best support student growth and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs), we strive to foster engagement, involvement, and satisfaction so that all educational partners have input in school policy and program decisions. Action 3.6 ensures that important materials, documents, and conversations are translated for our EL students and their families. This helps cultivate a sense of collaboration and guards against confusion and misunderstanding.

Our actions and services in Goal 4 increase services by monitoring students as they transition into high school and ensuring that they stay on course with their 4-Year Plan. Action 4.4 ensures that all students, and especially our English Learners, students with disabilities (SWD), foster youth and low-income students have access to test preparation materials to support student achievement on the CAASPP and i-Ready assessments. This results in higher achievement for all students. Action 4.5 is in place to make sure that foster youth and low income students have the opportunity to take AP examinations regardless of their financial status. This is effective because it is an attempt to remove any barriers low income students might have to college and career readiness.

All of our goals and actions were created with all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) in mind. It is our deepest desire that each of these student groups would receive the attention and support needed to ensure their emotional and academic success. We are confident these actions will be effective in helping our school meet the goals set for these student groups because our data supports that clear communication with families, ongoing teacher communication, encouragement and support, and access to academic intervention have a significant impact in increasing student engagement and achievement. With the help of staff, teacher and parent feedback, we have been able to identify the actions that will be most effective in closing learning gaps and making certain that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) feel connected to their school and its personnel.

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

Services for our low-income, English Learners, and foster youth are targeted interventions that were identified through a collaborative effort with the school’s Executive Director, Director of Assessment and Accountability, Assistant Director of Intervention, High School Principal, and High School Counselors. The goals and actions in the LCAP are focused on increasing services and improving the quality of the academic support to improve student performance, educational partner engagement, and the level of college and career readiness of our student groups. Through a collaborative effort, the school leadership team, taking into account the feedback provided from all educational partners, identified the next steps to growth towards each of our goals. We expect to see improvement in student engagement and achievement as reflected in i-Ready and CAASPP test scores, and an increase in our graduation and college and career readiness rate.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,215,507.00	\$127,186.00		\$15,425.00	\$7,358,118.00	\$4,420,193.00	\$2,937,925.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All					
1	1.2	Student Monitoring	English Learners Foster Youth Low Income					
1	1.3	Broad Course of Study	All	\$6,267,670.00				\$6,267,670.00
1	1.4	Professional Development	All	\$6,800.00	\$42,840.00			\$49,640.00
1	1.5	Parent Training	English Learners Foster Youth Low Income					
1	1.6	Grade Level Curriculum and Instruction	All					
1	1.7	Student Monitoring and Support	English Learners Foster Youth Low Income	\$15,953.00			\$15,425.00	\$31,378.00
1	1.8	Needs Assessment - Data Analysis	All	\$4,945.00				\$4,945.00
2	2.1	School Climate and Student Engagement	All	\$27,922.00				\$27,922.00
2	2.2	Certificated and Classified Salaries and Benefits	All	\$83,136.00				\$83,136.00
2	2.3	Educational Partner Communication	All	\$12,488.00				\$12,488.00
2	2.4	Technology	All		\$68,000.00			\$68,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	Professional Development	All					
3	3.1	Educational Partner Engagement	All					
3	3.2	Educational Partner Partnerships	English Learners Foster Youth Low Income	\$213,551.00				\$213,551.00
3	3.3	School Climate	All	\$33,870.00				\$33,870.00
3	3.4	Student Services	All	\$31,572.00				\$31,572.00
3	3.5	School Climate and School Safety	All					
3	3.6	Communication and Translating Services	English Learners	\$3,250.00				\$3,250.00
3	3.7	School Operating Services	All					
4	4.1	College and Career Readiness and Career Technical Education	All	\$8,200.00				\$8,200.00
4	4.2	High School Graduation	All	\$107,374.00				\$107,374.00
4	4.3	High School Curriculum and Instruction	All	\$322,034.00				\$322,034.00
4	4.4	Testing	English Learners Foster Youth Low Income	\$76,742.00				\$76,742.00
4	4.5	Testing	English Learners Foster Youth Low Income					
4	4.6	A-G and Career Technical Education Courses	All		\$16,346.00			\$16,346.00
4	4.7	Needs Assessment - Data Analysis	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,718,602	483,278.00	8.45%	0.00%	8.45%	\$309,496.00	0.00%	5.41 %	Total:	\$309,496.00
								LEA-wide Total:	\$309,496.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,953.00	
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,551.00	
3	3.6	Communication and Translating Services	Yes	LEA-wide	English Learners	All Schools	\$3,250.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,742.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,976,254.36	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No		
1	1.2	Student Monitoring	Yes		
1	1.3	Broad Course of Study	No	\$5,040,363.00	
1	1.4	Professional Development	No	\$29,538.00	
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Monitoring Student Performance	Yes	\$165,150.00	
1	1.8	Needs Assessment - Data Analysis	No	\$11,050.00	
2	2.1	School Climate and Student Engagement	No	\$20,310.00	
2	2.2	Certificated and Classified Salaries and Benefits	No	\$505,622.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Partner Communication	No	\$2,403.00	
2	2.4	Technology	No	\$26,779.00	
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$40,364.00	
3	3.3	School Climate	No	\$4,500.00	
3	3.4	Student Services	No	\$22,234.36	
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$8,200.00	
4	4.2	High School Graduation	No	\$85,491.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No		
4	4.4	Testing	Yes	\$11,000.00	
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No		
4	4.7	Needs Assessment - Data Analysis	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$179,400.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Monitoring Student Performance	Yes	\$165,150.00			
3	3.2	Educational Partner Partnerships	Yes				
3	3.6	Communication and Translating Services	Yes	\$3,250.00			
4	4.4	Testing	Yes	\$11,000.00			
4	4.5	Testing	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0.00	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

California Department of Education
January 2022



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Warner

CDS Code: California

School Year: 2023-24

LEA contact information:

Heidi Gasca

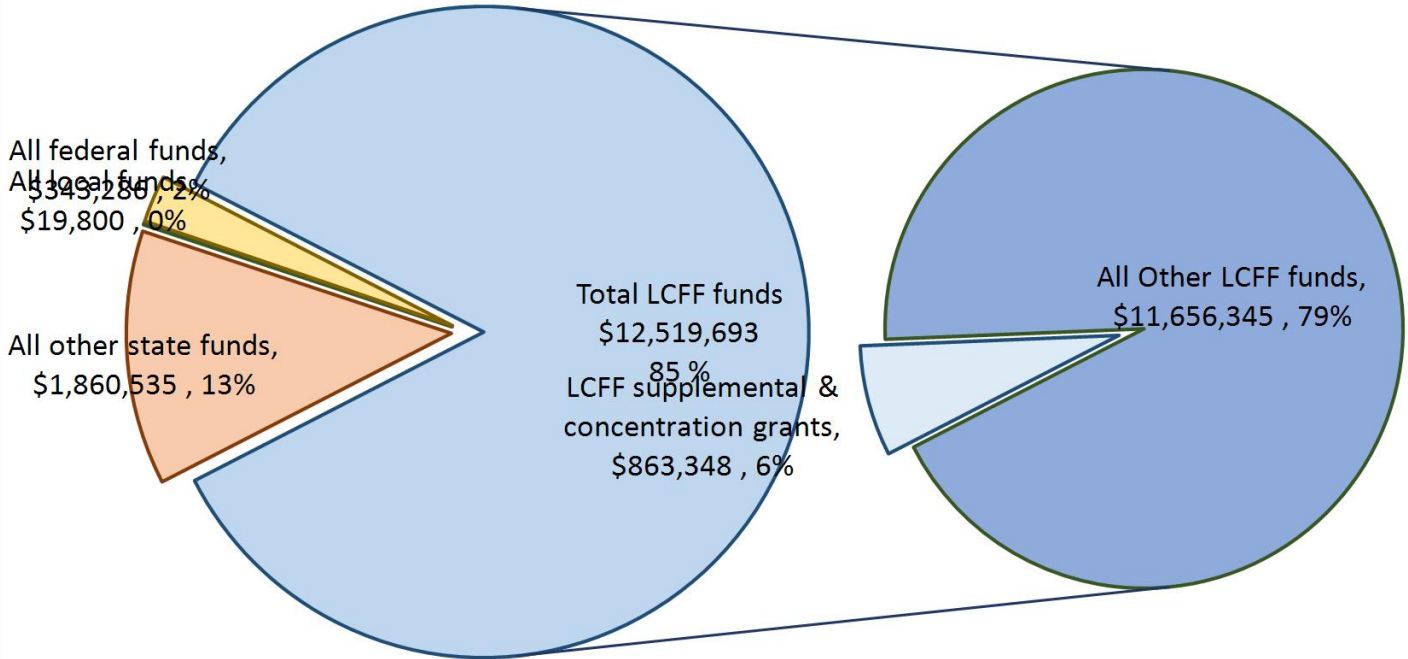
Executive Director

(949) 412-3122

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

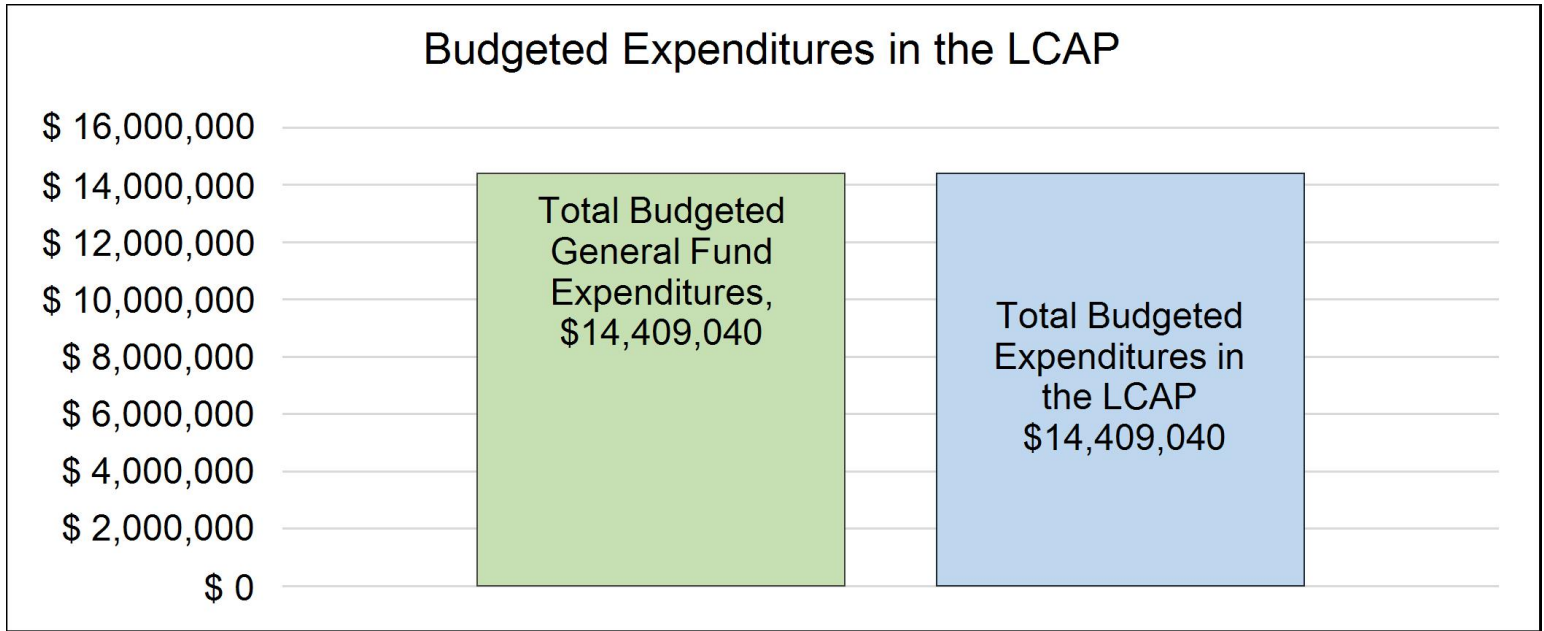


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is \$14,743,314, of which \$12,519,693 is Local Control Funding Formula (LCFF), \$1,860,535 is other state funds, \$19,800 is local funds, and \$343,286 is federal funds. Of the \$12,519,693 in LCFF Funds, \$863,348 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 Excel Academy Charter School - Warner plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

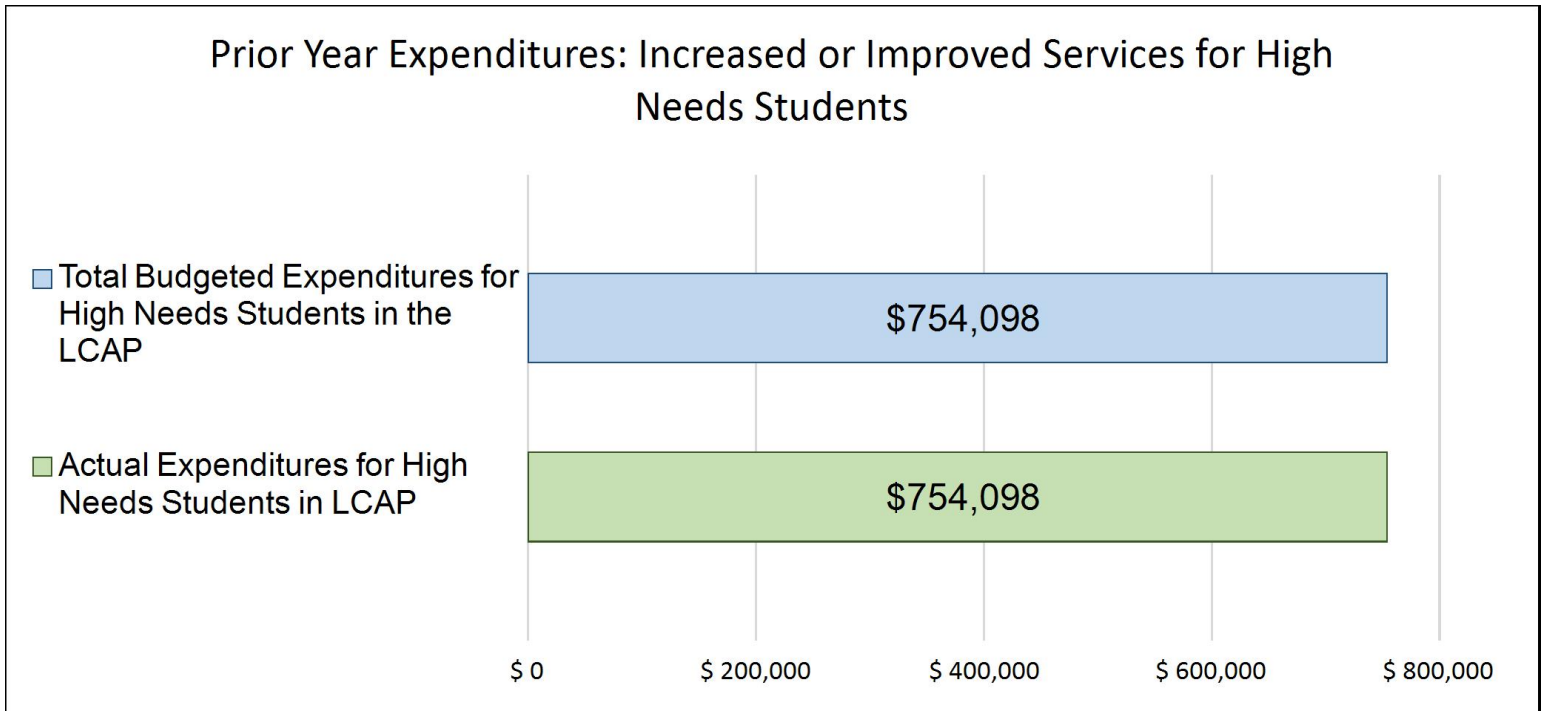
The text description of the above chart is as follows: Excel Academy Charter School - Warner plans to spend \$14,409,040 for the 2023-24 school year. Of that amount, \$14,409,040 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2023-24, Excel Academy Charter School - Warner is projecting it will receive \$863,348 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Warner must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Warner plans to spend \$863,348 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Excel Academy Charter School - Warner's LCAP budgeted \$754,098 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent \$754,098 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Warner	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2023-24]

General Information

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

Excel Academy Charter School is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12. Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. Excel Academy is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student oriented, focused on quality education and student performance, and is committed to ongoing improvement. Excel Academy offers students various options for state-approved curriculum as well as academic and elective services using instructional funds provided by the charter school. With the support and guidance of a highly-qualified credentialed teacher, students build a customized learning plan based on individual educational goals. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. Daily and weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support for social and emotional success. In addition, families meet in person at least once every 20 school days to review assigned work, discuss student learning, celebrate successes, and set goals for the upcoming learning period (LP). Excel Academy believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout Orange, Riverside, and San Diego Counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. On CBEDS day 2022-23, Excel Academy Charter School- Warner reported an enrollment of 1048 students. This includes the enrollment of 39% socio-economically disadvantaged, 2.1% English Learners, 9.3% Special Education, 0% Homeless, and .1% Foster Youth. 28.8% of students enrolled in Excel Academy Charter School - Warner are Hispanic.

Mission Statement

Excel Academy will provide a flexible, personalized learning experience where teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student.

Our Vision

Life is what you create....at Excel Academy we bring students to LIFE through:

LEARNING: At Excel Academy students progress in knowledge, ability and social/emotional foundations. Curriculum and staff will provide a personalized learning plan inherent to the uniqueness of every student and learning situation. Excel Academy pursues a learning environment where every student will be challenged by, enjoy, and help direct their own education.

INDEPENDENCE: Excel Academy believes one of the key elements of an optimal education is to prepare each student for real-life complexities and independent learning. Excel Academy's curriculum options not only align to California's academic content standards but offer alternative and supplemental learning resources that place the student in a climate where curiosity and exploration are rewarded.

FLEXIBILITY: Flexible pacing enables each Excel Academy student, under the guidance of the teacher of record, to target individual needs without the demands of a classroom. By developing an awareness of their own unique learning style and advancement in their communication abilities, students and families will be enabled to discover their greatest areas of need and direct their efforts accordingly.

EMPOWERMENT: Excel Academy strives to empower students to take ownership of their education and develop not only the appropriate knowledge, skills, and abilities, but also the confidence, creativity, and discipline to help them adapt to challenges and opportunities.

Reflections: Successes

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

Excel Academy Charter School is most proud of the following:

1) This year, the California Distinguished Schools program recognized Excel Academy for their excellent work in closing the achievement gap and achieving exceptional student performance.

2) The dedication of the EACS staff has proven to ensure consistent and valued communication between all educational partners. The number one priority is the success of the students academically, socially, and emotionally. With systems in place, all students' individual needs are addressed and supported as each student is encouraged and guided to meet or exceed grade level expectations. Based on the recent LCAP survey results, parents and students agree that Excel Academy is dedicated to providing an education that denotes excellence.

Parent/Guardian survey results:

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

Student survey results:

100% of student survey respondents "agree" their Teacher of Record (ToR) is available to speak with them when they need guidance.

99.9% of student survey respondents "agree" that the ToR cares about their education and is committed to helping them succeed.

96.9% of student survey respondents "agree" the curriculum provides challenging grade level instruction and assessment of their academic progress.

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, virtual learning lessons across all core subjects, and field trips throughout Southern California. In addition, Social Emotional Learning Lessons for students in grades K-12 were led by credentialed teachers and allowed students to connect with peers to learn important life skills. Excel Academy piloted a mental wellness survey for students in grades 7-12, and provided Care Solace to better support mental health of the educational partners. In addition, the Gifted Learner Program was launched and successfully well received. EACS students flourished as participants in the theater, Coder-Z, e-Sports, and Student Council programs.

4) Excel Academy's local assessment, i-Ready diagnostic benchmark assessments, were administered to measure student progress in the fall, winter, and spring during the 2022-2023 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, our school demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 78.8% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 12% since the first diagnostic in September. 72.6% of our students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 21% since the first diagnostic in September. Excel Academy attributes the progress and success to the consistent support and guidance of our

credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

5) Our students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. In ELA, 67% of students showed 1+ years growth, and 58% in math. Progress has been made to implement additional classes to serve students who need focus on early reading and foundational math support during the 2023-24 school year.

6) English Learners were provided with grade level appropriate weekly live instruction in reading, writing, listening, and speaking to build English language fluency. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC score reports.

7) Excel Academy's 87.2% graduation rate, 0% suspension and expulsion rates, and low chronic absenteeism rate of 1.0% is a success we are very proud of!

8) In addition to continuing to increase the school's A-G course offerings, Excel Academy continued to focus on increasing access to A-G courses with an emphasis on our 9th and 10th grade students. With great success, all core A-G required coursework is accessible for A-G completion. We introduced additional support for struggling students to meet Algebra 1 requirements and all students are on track to complete the next math sequence.

We will maintain or build on our educational partner engagement success by:

1) Excel Academy will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and providing resources, support, and opportunities for all students to continue to grow as lifelong learners. Excel Academy will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon.

2) Excel Academy will continue to offer opportunities for students to build rapport with peers while learning to enhance their social emotional well being through lessons and conversations.

3) Excel Academy will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, Excel Academy will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation in all areas of assessment.

4) Our English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking.

5) Excel Academy will maintain and build on our high school graduation success by focusing on supporting students to achieve their goal of high school graduation through continual monitoring of student data to identify students who are struggling and provide interventions to assist students in overcoming barriers so they can be successful and stay on track to complete courses and graduate.

6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for 2023-24.

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.

Excel Academy's administration will review the i-Ready and CAASPP data and create a plan to improve any areas that indicate low performance among student groups. In addition, Excel Academy's Intervention Department has provided the necessary resources and support, including live instruction, to students who recently scored in tier 2 and tier 3 on the spring i-Ready assessments. The team has also made it a priority to finalize the interventions and live instruction that will be in place for students who scored in tier 2 and tier 3 (one plus grade levels below the current grade levels) on i-Ready for the 23/24 school year. Our goal is to make sure that all students have the necessary interventions in place to progress and thrive in our model when school resumes.

LCAP Highlights

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

Goal 1: Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. With a focus on supporting our students to achieve, the goal, along with the actions and services, focuses on monitoring each student's academic achievement. It is our top priority to continually monitor student data to identify struggling students and provide targeted interventions knowing this plays an integral role in preventing learning gaps and fostering student success. i-Ready, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track for graduation.

Goal 2: Excel Academy will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students maintain active engagement to learn and improve their performance. We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal, as well as the actions and services, focuses on student, family, and teacher engagement and connectedness in an effort to attain a high average daily attendance and ongoing student engagement in learning.

Goal 3: Excel Academy will establish connections and partnerships with our families and the school community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement. Effective, meaningful, and transparent communication provides all educational partners opportunities for input regarding policy and program improvement. Building strong connections with students and parents leads to increased student engagement and achievement. Increasing the number of parent input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and community partners.

Goal 4: Excel Academy will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments. The goal, as well as the actions and services, focuses on monitoring each student's progress toward graduation and ensuring preparedness for college and career. Continual monitoring of student data to identify struggling students and interventions is central to keeping students on-track with course completion and their 4-Year Plan towards graduation. Graduation Rate, College/Career Prepared, CTE participation, and CAASPP scores are all metrics we monitor to ensure students are on track to graduation and to achieve their post-graduation goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School - Warner

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School - Warner

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School - Warner

Engaging Educational Partners

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

Excel Academy Charter School is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision making that concerns the education of our students and the quality of our school program. Communication about opportunities to provide input is provided through social media platforms, including Beehively, as well as during SSC, ELAC, and PAC meetings. There were 304 participants in our LCAP Parent Input Survey with a 28% increase in survey respondents from the 2022/23 school year. 96.1% of survey respondents agree that EACS provides opportunities for parents to give input and participate in the school and child's education. Excel Academy shared the survey results with educational partners on 5/4/2023 and in our prior newsletters.

Meetings for the Annual Review of the LCAP Goals and actions/services to determine their effectiveness and any modifications that would need to be made in order to improve our school program:

Approach to engaging our Educational Partners:

The scheduling of LCAP input meetings were planned in collaboration with our educational partners.

Timeline of Process:

Staff: Staff and department meetings are held and the EACS team is engaged in the review of the school wide goals to provide input prior to the approval of the LCAP. LCAP surveys are provided to the entire staff and survey results are reviewed and shared.

Leadership Team: Monthly cabinet meetings were held.

Collaboration topics:

Excel Academy's mission and vision

Increase parent understanding for the need of student assessments and participation

Expand CTE classes

Focus on providing interventions and helping students set academic and personal goals

Professional development within all departments: general education (elementary and high school), assessment and special programs, interventions, and Special Education

ELAC: 9/7/2022, 11/2/2022, 2/1/2023, 5/3/2023

SSC: 9/13/2022, 11/3/2022, 2/2/2023, 5/4/2023

PAC: 11/1/2022, 5/1/2023

SELPA Approval: June 2023 submitted

School Board LCAP Draft Public Hearing: 6/15/2023

School Board LCAP Adoption Public Meeting: 6/22/2023

A summary of the feedback provided by specific educational partners.

Analysis of educational partner input (ideas, trends, or inputs):

The results of the Excel Academy Charter School (EACS) stakeholder input surveys provided our staff with an opportunity to identify trends in what stakeholders are saying about EACS and to collaborate on best practices to continue to support student success.

Educational Partner Input:

96.7% of survey respondents "agree" that EACS' vision and mission are clear and understandable.

93.8% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.4% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

97% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

93.4% of survey respondents "agree" that their student(s) set personal academic achievement goals.

93% of the survey respondents "agree" that the WIN (What I Need) intervention program provides the supplemental support that helps students improve in academic areas they may be struggling with.

92.4% of survey respondents "agree" that EACS uses assessment data to modify and monitor curriculum and instruction of students.

92.1% of survey respondents "agree" that they feel connected to the school, valued and respected.

97% of survey respondents "agree" that they feel safe and welcome to meet with their child's teachers or school staff to discuss student progress.

97% of survey respondents "agree" that there is regular communication of their student's progress.

97.4% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

95.4% of survey respondents "agree" that the school demonstrates good effort in providing opportunities for involvement and input.

98% of high school parent survey respondents "agree" that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready.

97% of high school parent survey respondents "agree" that the school provides opportunities for high school students to participate in CTE courses or graduation pathways.

95.7% of survey respondents overall agree that the school supports students in their academic goals.

96.1% of survey respondents overall agree that the school provides opportunities for parents to give input and participate in student's education.

In response to the survey input, the Director of Assessment and Accountability shared the survey results with educational partners to address trends in the input. The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters. There was no input that directly affected the LCAP goals and actions besides helpful suggestions to help strengthen the programs that are offered. The most consistent trend we found was praise for our school and appreciation for all of the resources provided to families. Sample responses include:

Educational Partner Input Trends:

"I am so pleased and impressed with Excel. I appreciate the team of teachers and professionals that have made our transition from a brick and mortar school to a virtual school so seamless. Our Teacher of Record is extremely responsive and creative in her supports to our family. Thank you!"

"Excel Academy staff is excellent!"

"Please continue with this outstanding approach to education, it is greatly appreciated!"

"Our ToR has been so instrumental in my daughters successes. I couldn't be more grateful for her!"

"I really appreciate your Vision and Mission statements. They are in alignment with what our family believes what educational institutions should be aiming."

"I believe we have everything possible with Excel to achieve my children's success in learning and can't think of anything else we may need in order to reach our goals."

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

How the educational partner input influenced the development of the LCAP:

There was no input that directly affected the LCAP goals and actions.

The response to input was shared during the ELAC and SSC meetings in May, in addition with the staff in March and educational partners in the April and May newsletters.

Program Review: Prior to the finalization of the LCAP, stakeholders participated in a review of the LCAP draft during the ELAC and SSC meetings. The feedback consisted of clarifying questions about the program and overall support of our school and its programs.

Goals and Actions

Goal

Goal #	Description
1	Excel Academy will improve the academic achievement of all students, including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) by providing challenging and engaging curriculum and standards-based assessments in language arts and mathematics. Excel Academy will provide intensive, individualized support to students who have fallen below grade level and face significant challenges to success.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting student achievement, the goal and our actions/services focus on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students and helps prevent learning gaps. The metrics we utilize to ensure students are on track for graduation include i-Ready, CAASPP, and ELPAC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall ELA Scores - Warner 66% met or exceeded grade level standard 22% standard nearly met 12% standard not met		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded grade level proficiency	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in math CAASPP in 2020-21.	2021-2022 CAASPP Overall Math Scores - Warner 54% met or exceeded grade level standard		Increase the number of students that have met or exceeded grade level proficiency by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 2% each year.		A baseline will be developed from 2021-22 CAASPP data.	26% standard nearly met 20% standard not met		
i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready ELA Fall Scores ALL Tier 1: 65.7% Tier 2: 23.6% Tier 3: 10.7% English Learners Tier 1: 39.5% Tier 2: 32.6% Tier 3: 27.9% Economically Disadvantaged Tier 1: 55.7% Tier 2: 26% Tier 3: 18.3% Students w/ IEPs Tier 1: 34.8% Tier 2: 31.9% Tier 3: 33.3%	2022 i-Ready ELA Spring Scores ALL Tier 1: 80.5% Tier 2: 13.8% Tier 3: 5.7% English Learners Tier 1: 76.7% Tier 2: 6.7% Tier 3: 16.7% Economically Disadvantaged Tier 1: 74.9% Tier 2: 17.5% Tier 3: 7.7% Students w/ IEPs Tier 1: 50.5% Tier 2: 21.6% Tier 3: 27.8%	2023 i-Ready ELA Spring Scores ALL Tier 1: 78.8% Tier 2: 13.2% Tier 3: 7.9% English Learners Tier 1: 47.4% Tier 2: 36.8% Tier 3: 15.8% Economically Disadvantaged Tier 1: 73.4% Tier 2: 16.8% Tier 3: 9.8% Students with IEPs Tier 1: 49.3% Tier 2: 17.8% Tier 3: 32.9%		Decrease Tier III percentage by 2% each year
i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready Math Fall Scores ALL Tier 1: 52.6% Tier 2: 34.4% Tier 3: 13%	2022 i-Ready Math Spring Scores ALL Tier 1: 74.2% Tier 2: 17.7% Tier 3: 8.1%	2023 i-Ready Math Spring Scores ALL Tier 1: 72.6% Tier 2: 18.3% Tier 3: 9.1%		Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners Tier 1: 36.4% Tier 2: 45.5% Tier 3: 18.2%</p> <p>Economically Disadvantaged Tier 1: 40.6% Tier 2: 38.1% Tier 3: 21.3%</p> <p>Students w/ IEPs Tier 1: 31.9% Tier 2: 26.4% Tier 3: 41.7%</p>	<p>English Learners Tier 1: 63.3% Tier 2: 30% Tier 3: 6.7%</p> <p>Economically Disadvantaged Tier 1: 68.5% Tier 2: 20.8% Tier 3: 10.7%</p> <p>Students w/ IEPs Tier 1: 48% Tier 2: 18.4% Tier 3: 33.7%</p>	<p>English Learners Tier 1: 68.4% Tier 2: 21.1% Tier 3: 10.5%</p> <p>Economically Disadvantaged Tier 1: 68% Tier 2: 20.9% Tier 3: 11%</p> <p>Students with IEPs Tier 1: 37.5% Tier 2: 23.6% Tier 3: 38.9%</p>		
Increase ELPAC levels annually	A baseline will be developed from 2021-22 Summative ELPAC data.	Summative ELPAC results will be published by the state in the summer or fall of 2022.	Summative ELPAC results will be published by the state in the summer or fall of 2023.		Increase ELPAC proficiency by 2% each year.
State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		Excel Academy will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.	Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics, Next Generation Science Standards, and history - social science.		
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach
State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials		Excel Academy will maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.		No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building.		Yes
1.3	Broad Course of Study	1.3. All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	\$11,849,528.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and	\$96,360.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.		
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining the EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.		Yes
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.		No
1.7	Student Monitoring and Support	1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed ToR (Teacher of Record). Students who are performing below grade level on the fall i-Ready assessments will be required to take the mid-year i-Ready assessment(s).	\$60,910.00	Yes
1.8	Needs Assessment and Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	\$9,600.00	No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 1 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on local assessments to review student learner outcomes and ensure academic success. In addition, Excel Academy successfully implemented and offered programs to promote academic growth as well as social-emotional learning (SEL) and awareness and character building. Students attended the offered sessions and connected with their peers.

Effectiveness of 1.3: All students were provided access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels and were assisted, supported, and guided in completing standards-aligned content by their assigned Teacher of Record (ToR).

Effectiveness of 1.4: The staff has attended professional development throughout the year to provide best practices and services to serve students and parents. Students and parents are provided with the necessary information, resources, and support to meet the individual needs of the student.

Effectiveness of 1.5: Parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training were provided to all parents.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed ToR. Students who were performing below grade level on the fall i-Ready assessments were required to take the mid-year i-Ready assessment(s).

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and

resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support. Once the CAASPP data is collected from 2023, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

Impact on Student Learning: Students have benefited academically from the increase of support provided by EACS teachers and intervention teams. They have observed an increase in student performance on the i-Ready local assessment, strong CAASPP baseline results, and graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
2	We will continue to promote a high ADA and a positive school climate by providing high-quality teachers, clear expectations, and frequent communication. With effective intervention and support, we ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) maintain active engagement to learn and improve their performance.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school. The goal and actions/services are focused on student, family, and teacher engagement and connectedness to attain a high average daily attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2020-21 data	Cumulative Enrollment: 1189, Chronic Absenteeism Count: 6, Chronic Absenteeism Rate: 0.5%	Cumulative Enrollment: 1048, Chronic Absenteeism Count: 14, Chronic Absenteeism Rate: 1.0%		Maintain an Absenteeism Rate of .01% or less
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% Expulsion Rate
Strive for 0% Suspension Rate each year	0% Suspension Rate	0% Suspension Rate	0% Suspension Rate		Maintain 0% Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	\$52,202.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	\$161,382.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	\$24,241.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	\$132,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 2 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 2.1: Excel Academy focused on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides. Excel Academy is transparent in terms of making sure that parents and guardians are aware of the policies, procedures, and requirements that are in place.

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers and classified staff, and was able to maintain appropriate assignments and competitive salaries and benefits.

Effectiveness 2.3: Excel Academy provided frequent communication with parents/guardians/students by notifying them of school events, opportunities, and resources through our main communication platform called Beehively, emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending notification of surveys, parent informational meetings (i.e. ELAC, SSC, and PAC), and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 2.4: Excel Academy focused on purchasing technological devices and provided professional development to promote student engagement, support, and access to instruction as needed.

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness.

Impact on Student Learning: There has been an increase in student attendance, in addition to an increase of student participation in SEL lessons, ELD Live, and WIN intervention classes. Attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
3	We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs). Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making for policy and program improvement.

An explanation of why the LEA has developed this goal.

Maintenance Goal:

Establishing connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2020-2021 Maintain or increase by 2%	Year 1 Outcome - 2021-2022 220 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 96% and 98% approval rate, Excel Academy is excelling in all areas mentioned below.	Year 2 Outcome - 2022-2023 304 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below.		Maintain or increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	<p>Overall Satisfaction Report: Based on 66 responses from parents/guardians</p> <p>97.6% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 220 responses from parents/guardians</p> <p>96.4% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>98.2% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.2% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>	<p>Overall Satisfaction Report: Based on 304 responses from parents/guardians</p> <p>95.7% of survey respondents agree that the school has supported students attaining their academic goals.</p> <p>96.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education.</p> <p>98.4% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.</p>		Maintain or increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated with staff in March of 2022.	The school safety plan was last reviewed and updated with staff in March of 2023.		Annual Review and Training Date

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 We will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
3.2	Educational Partner Partnerships	3.2 We will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.	\$414,540.00	Yes
3.3	School Climate	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$65,748.00	No
3.4	Student Services	3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$61,286.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Climate and School Safety	3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No
3.6	Communication and Translation Services	3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	\$6,308.00	Yes
3.7	School Operating Services	3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 3 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.

Effectiveness 3.2: Excel Academy engaged our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success. EACS built partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely

manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times.

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by clerical staff.

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.

Impact on Student Learning: Increase in participation on the LCAP/WASC feedback survey for all educational partners. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships. EACS recognizes a continued need to increase parent participation in SSC, ELAC and PAC meetings.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

Goals and Actions

Goal

Goal #	Description
4	We will ensure that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education readiness. Collaboration among all educational partners will help ensure proper support is in place to prepare high school students for required internal and state assessments.

An explanation of why the LEA has developed this goal.

Broad Goal:

With a focus on supporting our students to achieve their goal of high school graduation and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. The continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation rate, college/career preparedness, and CTE participation are all metrics we monitor to ensure students are on track to graduate and to achieve their post-graduation goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data.	2020-21: 89.7% Graduation Rate 2020-21: 4.8% Dropout Rate	2021-22: 87.2%Graduation Rate 2021-22: Dropout Rate		Increase the graduation rate by 2%
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU prepared	2020-21: Number of Students participating in CTE: 27	2021-22: Number of Students participating in CTE: 9		Increase the % of College/Career Prepared students by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 49.03% Completed All Courses Required for UC/CSU Admission: 0	2021-22: Students enrolled in UC/CSU required courses for admission: 84 Completed All Courses Required for UC/CSU Admission: 1		Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	\$16,000.00	No
4.2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	\$208,431.00	No
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	\$625,124.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$148,970.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	\$31,730.00	No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

Goal Analysis [2022-23]

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

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

Through collaborative review of the Goal 4 actions/services there were no substantive differences in planned actions and actual implementation of the actions.

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

The budgeted expenditures are a reflection of the projected enrollment.

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

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals, and continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.

Effectiveness 4.2: Students transitioning from middle to high school are monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Excel Academy works to review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.

Effectiveness 4.4: Excel Academy ensures all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance task prep sessions, and practice tests are designed to assist students in preparation for testing.

Effectiveness 4.5: Excel Academy covers the Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.

Effectiveness 4.6: Excel Academy is working to expand A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.

Effectiveness 4.7: Excel Academy analyzes 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Excel Academy provides targeted interventions and resources to students identified as needing additional support.

Impact on Student Learning: 84 students enrolled in UC/CSU required courses for admission. Excel Academy removed barriers such as Advanced Placement exam costs for low income and foster-youth students experiencing financial hardship, and observed greater student interest in Advanced Placement (AP), CTE, and A-G courses. The continued goal is to increase enrollment in these courses.

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

No changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice were made.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
772,374	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.98%	0.00%	\$0.00	6.98%

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

Required Descriptions

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

As provided in the Academic Achievement metrics sections, the ELA i-Ready Diagnostic results demonstrate that:

2023 i-Ready ELA Spring Scores

ALL

Tier 1: 78.8%

Tier 2: 13.2%

Tier 3: 7.9%

English Learners

Tier 1: 47.4%

Tier 2: 36.8%

Tier 3: 15.8%

Economically Disadvantaged

Tier 1: 73.4%

Tier 2: 16.8%

Tier 3: 9.8%

Students with IEPs

Tier 1: 49.3%

Tier 2: 17.8%

Tier 3: 32.9%

As provided in the Academic Achievement metrics sections, the math i-Ready Diagnostic results demonstrate that:

2023 i-Ready Math Spring Scores

ALL

Tier 1: 72.6%

Tier 2: 18.3%

Tier 3: 9.1%

English Learners

Tier 1: 68.4%

Tier 2: 21.1%

Tier 3: 10.5%

Economically Disadvantaged

Tier 1: 68%

Tier 2: 20.9%

Tier 3: 11%

Students with IEPs

Tier 1: 37.5%

Tier 2: 23.6%

Tier 3: 38.9%

How the action(s) intend to meet the needs of students served by the action:

To address these needs in reference to the data, Excel Academy Charter School is focused on increasing the quality and quantity of services by actively using data systems to engage in in-depth analysis of student records, local and state assessment data to accurately assess student progress and develop appropriate interventions and accelerations to support Low Income pupils, Foster Youth, English Learners, and Students With Disabilities to support academic success or refer to the RTI, SST or IEP team.

Excel Academy Charter School's LCAP is focused on providing services and support for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) with the use of supplemental funding that is directed toward unduplicated students to increase and improve services for students who are low income, English Learners, foster youth, and/or homeless. Through educational partner collaboration and input, and the review of our local assessments, data was analyzed to address specific identified student needs and learning gaps. Actions and services were identified to determine the appropriate and effective use of funds to meet the needs and improve the outcomes for all students.

Goal 1 focuses on providing quality curricula to students and using assessments in reading and math to ensure they are meeting the state standards. Action 1.4 focuses on improving the quality of services through relevant and ongoing professional development that addresses topics such as goal setting, creating pacing guides and best practices for supporting high school students. This action is important for the success of all students, but is particularly important to the achievement of English Learners, foster youth, low-income students, and students with disabilities (SWDs). Action 1.5 focuses on improving services in quality by providing parent training and workshops to equip parents in all aspects of education, including expectations and requirements, choosing a standards-based curriculum, and how to locate school-sponsored field trips and approved community partners to help enrich the learning experience. ELAC meetings are held regularly to support parents in understanding the ELD (English Language Development) curriculum, accessing resources, and ensuring they are informed about the reclassification process. This is effective in meeting the needs of these subgroups because when parents are engaged and informed, they are more likely to take advantage of the resources offered and provide valuable input which leads to improved services for their

students. Action 1.7 focuses on monitoring and supporting students in the What I Need (WIN) program. Teachers receive updated training each year and monitor students in the program weekly. This action benefits our underrepresented students because if they are behind grade level they receive personalized intervention lessons to fill in learning gaps and support progress in their grade-level curriculum. This ensures that these students receive individualized attention and do not fall behind.

Goal 3 targets community-building among all of our educational partners. To best support student growth and achievement for all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs), we strive to foster engagement, involvement, and satisfaction so that all educational partners have input in school policy and program decisions. Action 3.6 ensures that important materials, documents, and conversations are translated for our EL students and their families. This helps cultivate a sense of collaboration and guards against confusion and misunderstanding.

Our actions and services in Goal 4 increase services by monitoring students as they transition into high school and ensuring that they stay on course with their 4-Year Plan. Action 4.4 ensures that all students, and especially our English Learners, students with disabilities (SWD), foster youth and low-income students have access to test preparation materials to support student achievement on the CAASPP and i-Ready assessments. This results in higher achievement for all students. Action 4.5 is in place to make sure that foster youth and low income students have the opportunity to take AP examinations regardless of their financial status. This is effective because it is an attempt to remove any barriers low income students might have to college and career readiness.

All of our goals and actions were created with all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) in mind. It is our deepest desire that each of these student groups would receive the attention and support needed to ensure their emotional and academic success. We are confident these actions will be effective in helping our school meet the goals set for these student groups because our data supports that clear communication with families, ongoing teacher communication, encouragement and support, and access to academic intervention have a significant impact in increasing student engagement and achievement. With the help of staff, teacher and parent feedback, we have been able to identify the actions that will be most effective in closing learning gaps and making certain that all students including English Learners (EL), other unduplicated student groups, and students with disabilities (SWDs) feel connected to their school and its personnel.

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

Services for our low-income, English Learners, and foster youth are targeted interventions that were identified through a collaborative effort with the school's Executive Director, Director of Assessment and Accountability, Assistant Director of Intervention, High School Principal, and High School Counselors. The goals and actions in the LCAP are focused on increasing services and improving the quality of the academic

support to improve student performance, educational partner engagement, and the level of college and career readiness of our student groups. Through a collaborative effort, the school leadership team, taking into account the feedback provided from all educational partners, identified the next steps to growth towards each of our goals. We expect to see improvement in student engagement and achievement as reflected in i-Ready and CAASPP test scores, and an increase in our graduation and college and career readiness rate.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,656,560.00	\$246,890.00		\$60,910.00	\$13,964,360.00	\$8,596,553.00	\$5,367,807.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All					
1	1.2	Student Monitoring	English Learners Foster Youth Low Income					
1	1.3	Broad Course of Study	All	\$11,849,528.00				\$11,849,528.00
1	1.4	Professional Development	All	\$13,200.00	\$83,160.00			\$96,360.00
1	1.5	Parent Training	English Learners					
1	1.6	Grade Level Curriculum and Instruction	All					
1	1.7	Student Monitoring and Support	English Learners Foster Youth Low Income				\$60,910.00	\$60,910.00
1	1.8	Needs Assessment and Data Analysis	All	\$9,600.00				\$9,600.00
2	2.1	School Climate and Student Engagement	All	\$52,202.00				\$52,202.00
2	2.2	Certificated and Classified Salaries and Benefits	All	\$161,382.00				\$161,382.00
2	2.3	Educational Partner Communication	All	\$24,241.00				\$24,241.00
2	2.4	Technology	All		\$132,000.00			\$132,000.00
2	2.5	Professional Development	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Partner Engagement	All					
3	3.2	Educational Partner Partnerships	English Learners Foster Youth Low Income	\$414,540.00				\$414,540.00
3	3.3	School Climate	All	\$65,748.00				\$65,748.00
3	3.4	Student Services	All	\$61,286.00				\$61,286.00
3	3.5	School Climate and School Safety	All					
3	3.6	Communication and Translation Services	English Learners	\$6,308.00				\$6,308.00
3	3.7	School Operating Services	All					
4	4.1	College and Career Readiness and Career Technical Education	All	\$16,000.00				\$16,000.00
4	4.2	High School Graduation	All	\$208,431.00				\$208,431.00
4	4.3	High School Curriculum and Instruction	All	\$625,124.00				\$625,124.00
4	4.4	Testing	English Learners Foster Youth Low Income	\$148,970.00				\$148,970.00
4	4.5	Testing	Foster Youth Low Income					
4	4.6	A-G and Career Technical Education Courses	All		\$31,730.00			\$31,730.00
4	4.7	Needs Assessment - Data Analysis	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,069,130	772,374	6.98%	0.00%	6.98%	\$569,818.00	0.00%	5.15 %	Total:	\$569,818.00
								LEA-wide Total:	\$569,818.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.4	Professional Development				All Schools	\$13,200.00	
1	1.5	Parent Training	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$414,540.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$6,308.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$148,970.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,607,675.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Achievement	No		
1	1.2	Student Monitoring	Yes		
1	1.3	Broad Course of Study	No	\$5,453,947.00	
1	1.4	Professional Development	No	\$59,972.00	
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$334,699.00	
1	1.8	Needs Assessment and Data Analysis	No	\$26,450.00	
2	2.1	School Climate and Student Engagement	No	\$47,390.00	
2	2.2	Certificated and Classified Salaries and Benefits	No	\$4,221,353.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Partner Communication	No	\$5,607.00	
2	2.4	Technology	No	\$54,370.00	
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$122,315.00	
3	3.3	School Climate	No	\$10,000.00	
3	3.4	Student Services	No	\$52,000.00	
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translation Services	Yes	\$7,500.00	
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$16,000.00	
4	4.2	High School Graduation	No	\$173,572.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No		
4	4.4	Testing	Yes	\$22,500.00	
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No		
4	4.7	Needs Assessment - Data Analysis	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$324,699.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	\$294,699.00			
3	3.2	Educational Partner Partnerships	Yes				
3	3.6	Communication and Translation Services	Yes	\$7,500.00			
4	4.4	Testing	Yes	\$22,500.00			
4	4.5	Testing	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

Coversheet

Approval of the revisions to the Board of Directors Manual

Section: XIII. Organizational Structure of the Board
Item: A. Approval of the revisions to the Board of Directors Manual
Purpose: Vote
Submitted by:
Related Material: EACS Board of Directors Manual (1).pdf
Redline EACS Board of Directors Manual.pdf

BACKGROUND:

The Board of Directors Manual for Excel Academy Charter Schools has been revised to reflect the Board's approval to increase the 2023-2024 Board member monthly stipend.

"On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location."

RECOMMENDATION:

It is recommended the Board approve the revisions to the Board of Directors Manual for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).



BOARD OF DIRECTORS

MANUAL

2022-2023

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ROLE OF THE BOARD

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Superintendent/CEO/Executive Director to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, parents/guardians, students, and staff and is focused on student learning and achievement
1. Establishing an effective and efficient organizational structure for the nonprofit corporation by:
 - a. Employing the Superintendent/CEO/Executive Director and setting policy for hiring of other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Superintendent/CEO/Executive Director and other staff as they carry out the Board's direction by:
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support the nonprofit corporation priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about school programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
 - a. Establishing and approving all major educational and operational policies
 - b. Approval all major contracts
 - c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
 - d. Hearing expulsion recommendations at scheduled Board of Directors' meetings to meet the required timeframe for expulsions
 - e. Evaluating the Superintendent/CEO/Executive Director who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
 - f. Developing annual goals for the charter school and long range plans with input from the Superintendent/CEO/Executive Director, teachers, and parent/guardian advisory council members
 - g. Receiving reports from, and providing recommendations to, the Superintendent/CEO/Executive Director relative to long-term strategic planning

- h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
- i. Evaluating charter school and student performance

5. Providing leadership and advocacy on behalf of students, the educational program, and public education in order to build support within the local counties and communities.



GOVERNANCE STANDARDS

The Board believes that its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to parents/guardians, counties, communities, employees, the State of California, and the laws pertaining to public education, as well as established policies of the school(s). To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent/CEO/Executive Director to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the counties and communities it serves
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent/CEO/Executive Director and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for the diverse range of views in the students, staff, counties and communities it serves to inform Board deliberations.

PUBLIC STATEMENTS

The Board recognizes its members may participate in public discourse on matters of civic or community interest, including those involving the nonprofit corporation, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent/CEO/Executive Director or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan and educational manner that is consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information, unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

Other Disclosures

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

Other Disclosures (continued)

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent/CEO/Executive Director sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not use the "reply all" function via email to respond to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent/CEO/Executive Director in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Superintendent/CEO/Executive Director.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided device or account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account, or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

LIMITS OF BOARD MEMBER AUTHORITY

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent/CEO/Executive Director. Board members shall refer Board-related correspondence to the Superintendent/CEO/Executive Director for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Executive Director or designee so that the problem may receive proper consideration and be handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Superintendent/CEO/Executive Director designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.



OATH OR AFFIRMATION

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Superintendent/CEO/Executive Director and/or the Board President:

"I, _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."

ORIENTATION

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Superintendent/CEO/Executive Director and other staff. The Board President and the Superintendent/CEO/Executive Director or designee shall develop an agenda for the meeting(s) and shall identify resources that may be useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the Superintendent/CEO/Executive Director or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control and accountability plan and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Superintendent/CEO/Executive Director or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

BOARD TRAINING



The Board believes that the Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.



The Board and/or the Superintendent/CEO/Executive Director or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.



Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent/CEO/Executive Director or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction, so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

REMUNERATION & REIMBURSEMENT

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.00.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation by resolution based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the nonprofit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

BOARD POLICIES

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO/Executive Director, and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

BOARD POLICIES (CONT.)

Monitoring and Evaluation

At any time, the Board and Superintendent/CEO/Executive Director or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO/Executive Director or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The Superintendent/CEO/Executive Director or designee shall provide for public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Superintendent/CEO/Executive Director or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

AGENDA & MEETING MATERIALS

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO/Executive Director or designee with supporting documents and information.

The Board President and Superintendent/CEO/Executive Director shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Superintendent/CEO/Executive Director shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

If the Board President and Superintendent/CEO/Executive Director do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Superintendent/CEO/Executive Director shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO/Executive Director recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.



AGENDA & MEETING MATERIALS (CONT.)

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Executive Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

MEETING CONDUCT

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00am to 4:00pm; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

MEETING CONDUCT (CONT.)

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Superintendent/CEO/Executive Director or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

BOARD SELF EVALUATION

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO/Executive Director, understanding of Board and Executive Director roles and responsibilities, communication skills, or other governance or boardmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

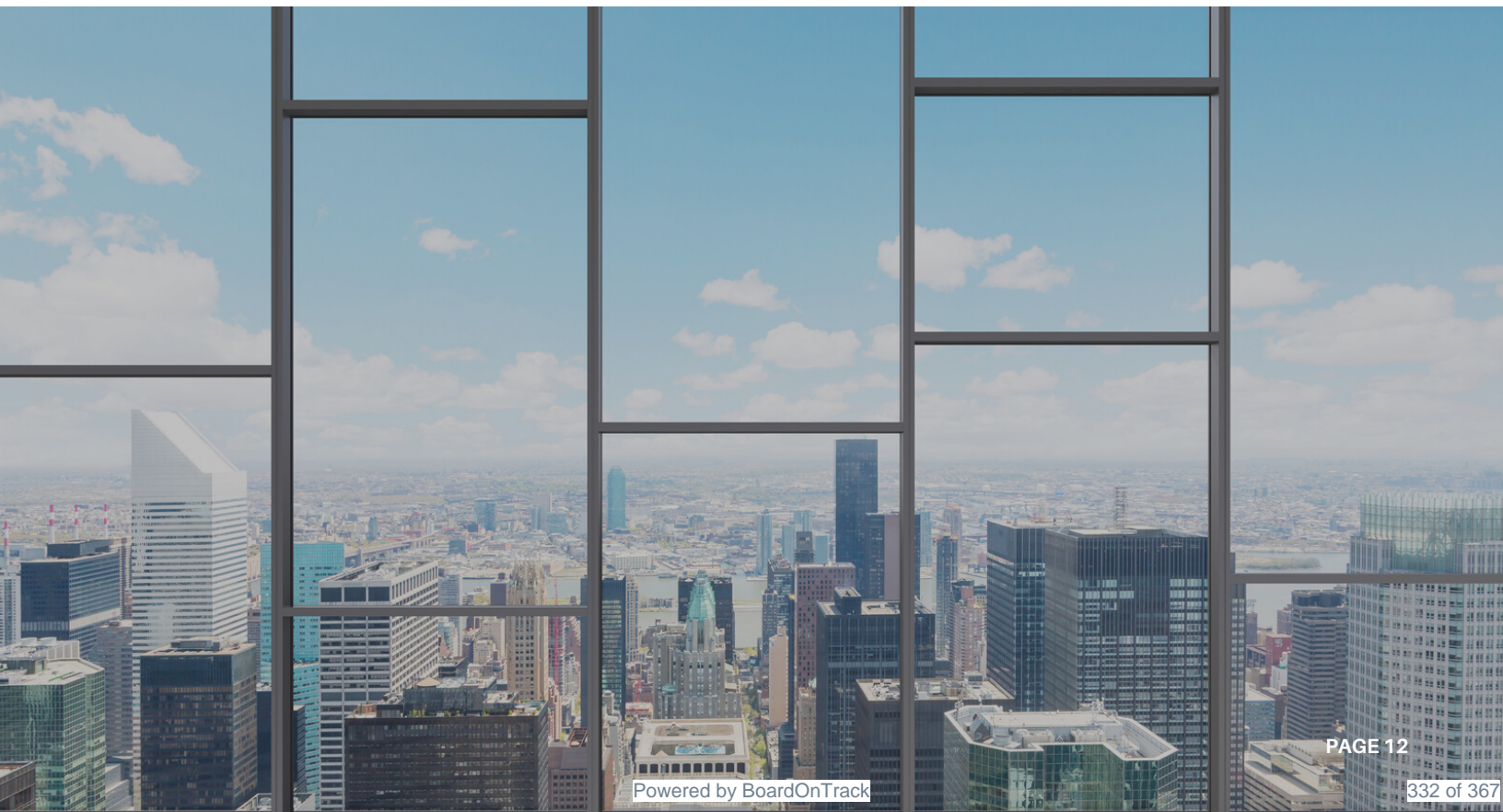
BOARD SELF EVALUATION (CONT.)

Each year, the Board, with assistance from the Superintendent/CEO/Executive Director, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO/Executive Director or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.





BOARD OF DIRECTORS

MANUAL

2022-2023

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ROLE OF THE BOARD

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Superintendent/CEO/Executive Director to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, parents/guardians, students, and staff and is focused on student learning and achievement
1. Establishing an effective and efficient organizational structure for the nonprofit corporation by:
 - a. Employing the Superintendent/CEO/Executive Director and setting policy for hiring of other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Superintendent/CEO/Executive Director and other staff as they carry out the Board's direction by:
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support the nonprofit corporation priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about school programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
 - a. Establishing and approving all major educational and operational policies
 - b. Approval all major contracts
 - c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
 - d. Hearing expulsion recommendations at scheduled Board of Directors' meetings to meet the required timeframe for expulsions
 - e. Evaluating the Superintendent/CEO/Executive Director who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
 - f. Developing annual goals for the charter school and long range plans with input from the Superintendent/CEO/Executive Director, teachers, and parent/guardian advisory council members
 - g. Receiving reports from, and providing recommendations to, the Superintendent/CEO/Executive Director relative to long-term strategic planning

- h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
- i. Evaluating charter school and student performance

5. Providing leadership and advocacy on behalf of students, the educational program, and public education in order to build support within the local counties and communities.



GOVERNANCE STANDARDS

The Board believes that its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to parents/guardians, counties, communities, employees, the State of California, and the laws pertaining to public education, as well as established policies of the school(s). To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent/CEO/Executive Director to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents, and the counties and communities it serves
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent/CEO/Executive Director and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
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All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Superintendent/CEO/Executive Director or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan and educational manner that is consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

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Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

Other Disclosures

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

Other Disclosures (continued)

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent/CEO/Executive Director sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not use the "reply all" function via email to respond to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent/CEO/Executive Director in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Superintendent/CEO/Executive Director.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided device or account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account, or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

LIMITS OF BOARD MEMBER AUTHORITY

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent/CEO/Executive Director. Board members shall refer Board-related correspondence to the Superintendent/CEO/Executive Director for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Executive Director or designee so that the problem may receive proper consideration and be handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Superintendent/CEO/Executive Director designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.



OATH OR AFFIRMATION

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Superintendent/CEO/Executive Director and/or the Board President:

"I, _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."

ORIENTATION

The Board recognizes the importance of providing all newly elected Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Superintendent/CEO/Executive Director and other staff. The Board President and the Superintendent/CEO/Executive Director or designee shall develop an agenda for the meeting(s) and shall identify resources that may be useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the Superintendent/CEO/Executive Director or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control and accountability plan and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Superintendent/CEO/Executive Director or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities, and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

BOARD TRAINING



The Board believes that the Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardmanship skills.



The Board and/or the Superintendent/CEO/Executive Director or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.



Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent/CEO/Executive Director or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction, so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

REMUNERATION & REIMBURSEMENT

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of ~~\$600.00~~ \$650.00.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation by resolution based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the nonprofit corporation. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

BOARD POLICIES

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Superintendent/CEO/Executive Director, and communicate board philosophy and positions to students, staff, parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

BOARD POLICIES (CONT.)

Monitoring and Evaluation

At any time, the Board and Superintendent/CEO/Executive Director or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Superintendent/CEO/Executive Director or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The Superintendent/CEO/Executive Director or designee shall provide for public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Superintendent/CEO/Executive Director or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

AGENDA & MEETING MATERIALS

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent/CEO/Executive Director or designee with supporting documents and information.

The Board President and Superintendent/CEO/Executive Director shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Superintendent/CEO/Executive Director shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation.

If the Board President and Superintendent/CEO/Executive Director do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Superintendent/CEO/Executive Director shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent/CEO/Executive Director recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

AGENDA & MEETING MATERIALS (CONT.)



When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Executive Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

MEETING CONDUCT

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00am to 4:00pm; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

MEETING CONDUCT (CONT.)

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
5. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Superintendent/CEO/Executive Director or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

BOARD SELF EVALUATION

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent/CEO/Executive Director, understanding of Board and Executive Director roles and responsibilities, communication skills, or other governance or boardmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

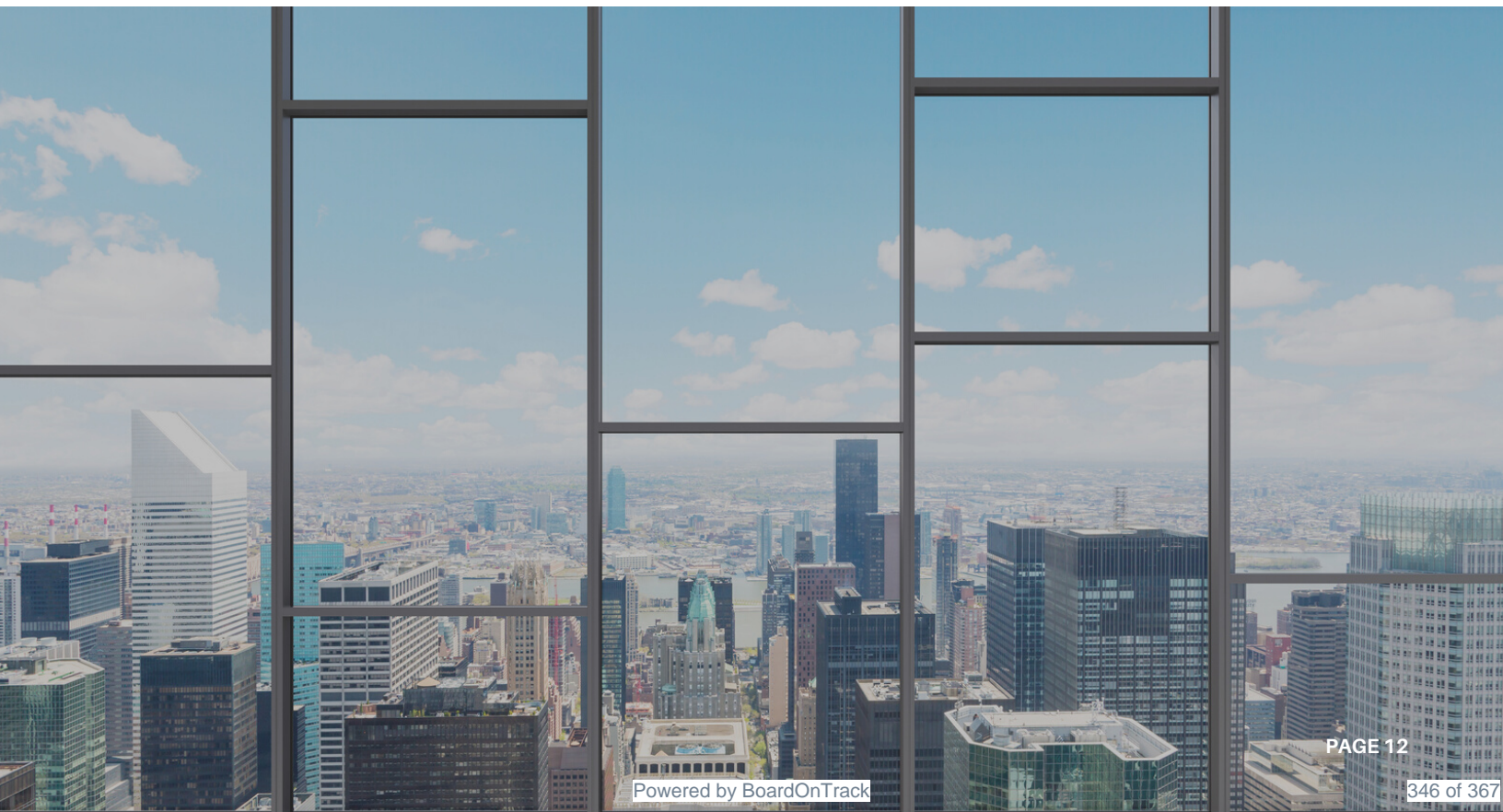
BOARD SELF EVALUATION (CONT.)

Each year, the Board, with assistance from the Superintendent/CEO/Executive Director, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent/CEO/Executive Director or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.



Coversheet

Approval of Employment Agreement for Heidi Gasca, Executive Director/CEO, July 1, 2023 through June 30, 2025

Section: XIV. Personnel Services
Item: A. Approval of Employment Agreement for Heidi Gasca, Executive Director/CEO, July 1, 2023 through June 30, 2025
Purpose: Vote
Submitted by:
Related Material: _CEO_Executive Director-2023_2024 (1).pdf
2023-2024 EACS Salary Schedules - Cert. Admin Salary Sched.pdf
H. Gasca Contract Clean (1).pdf



Executive Director/CEO

Job Description

Reports To:	Board of Directors
FLSA Status:	Exempt
Job Classification:	Administration
Pay Range:	Administrative Schedule
Work Schedule:	225 days/12 months
Location:	Remote Office

POSITION SUMMARY:

The Executive Director/CEO operates under the policy direction of the Board of Directors and in accordance with state and federal laws. The Executive Director/CEO distinguished by its role as the lead administrator within the charter school group for all aspects of the schools' operations. Major areas include ensuring adherence to the charter's mission, objectives, and values; monitoring the charter's financial status and ensuring sound fiscal practices; monitoring student and staff performance, and leading changes in academics and overall instruction as needed; performing community and family outreach to promote the charter schools and to develop rapport to provide student engagement opportunities.

This position reports to the Board of Directors, with responsibility for major projects and charter school initiatives; serves as a liaison, fosters professional networking, and provides regular communication with the Board of Directors and sponsoring district/Local Education Agency (LEA); and recommends actions to the Board of Directors.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Experience:

- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership/mentoring
- Five years in independent study administration strongly preferred

Education:

- Bachelor's degree required; advanced degree preferred.
- A valid, current, and appropriate California Administrative Credential. A copy of credential to be provided and kept current through the duration of employment.

Other Qualifications:

*Executive Director/CEO Job Description
Board Approval: May 2023*

- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test or signed Certificate of Completion dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Valid California Driver's License

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

- The Executive Director/CEO will ensure the charter school's leadership aligns with the California Professional Standards for Education Leaders (CPSEL) in the areas of:
 - Development and Implementation of a Shared Vision
 - Instructional Leadership
 - Management and Learning Environment
 - Family and Community Engagement
 - Ethics and Integrity
 - External Context and Policy

School-wide focus

- Oversees school programs
- Makes administrative decisions necessary for the proper functioning of the schools
- Provides leadership in designing, implementing, and evaluating major programs and activities to bring about needed change and higher performance
- Provides leadership to administrative team and staff in determining instructional objectives and in identifying charter needs as the basis for developing long and short-term initiatives for the charter schools
- Continuously develops and expands the educational goals and programs, and informs the Board of Directors of status, progress, and implementation
- As a leader, stays current on educational laws and trends that pertain to the school
- Develops school policies for recommendation to the Board of Directors in alignment with state and federal laws and best practices.
- Prepares ongoing communication and agenda items to inform the Board on all matters pertaining to school operations, academic achievement, and financial aspects of the charter schools.

Mission, Vision, Core Values, and Goal Setting

- Understands and promotes the charter's mission, purposes and objectives to parents, staff, board members, and community
- Builds shared vision among all stakeholders, focusing on the school's mission and identity
- Establishes and maintains a healthy and mutually supportive relationship with the school's partners to advance the mission of the school

Board Governance

- Oversees the preparation of the board agenda items and provides supporting documentation for the board meetings
- Directs the maintenance of all records that are required by law and board policy

*Executive Director/CEO Job Description
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- Ensures board policies in alignment with state and federal law that incorporate best practices and are legally compliant
- Apprises the Board of pending and ongoing school operations, financial status, and community engagement

Budget and Financial Oversight

- Oversees school finances to ensure financial stability; maintains up-to-date financial records
- Directs the preparation of the annual budget of the school; ensures frequent and regular budget presentations to the Board of Directors to include relevant facts and pertinent information; ensures adherence to the budget adoption cycle; oversees and directs the administration of the budget after its adoption.
- Identifies the staffing needs of the school based on the budget and ADA and directs the assignment/duties for instructional personnel
- Provides all necessary financial reports as required for proper attendance reporting
- Oversees reimbursements and expenses
- Oversees the processing and submission of required state and federal reports, including LCFF
- Direct the maintenance of all records that are required by law and Cabinet/Board of Directors policy
- Works with the schools' attorney on contracts with contractors/providers, as needed
- Oversees and ensures vendor and ordering processes are followed
- Minimizes financial loss through development and implementation of risk management policies; ensures the school maintains proper insurance coverage, implements safety training, and responds appropriately to claims and complaints.

Evaluations, Staff Performance and Faculty Oversight

- Interviews and recommends employee hiring, promotion, discipline, and/or dismissal
- Supports directors in establishing criteria for performance and evaluation using State standards and guidelines
- Directs the employee evaluation process
- Makes all recommendations for retention, discipline, or dismissal of employees, supported by accurate and adequate records
- Ensures that appropriate evaluation techniques are used for staff
- Maintains professional relationships with the staff, by directing and implementing lines of communication with employees

Professional Development

- Encourages, creates, and supports the professional development of all staff
- Provides support to school's leadership team in planning and executing focused staff development to align with the school's mission, vision, and core values
- Collaborates with members of the leadership team to set professional goals in relationship to the departments served

Develops School

- Keeps informed of current educational philosophy, practices and public policies by visiting other charters, by attending educational conferences and workshops, and reading current professional literature. Keeps the Board of Directors informed of trends in education

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- Works with the Board of Directors and school leaders to influence State and federal policies that benefit all students, supports improvement of teaching and learning, and supports school choice.
- Develops a strategic plan for growth and long-term sustainability of the charter schools; prepare, submit, and present charter petitions to authorizing school district boards; ensure compliance with the charter petition requirements and foster ongoing communication with authorizing school district leadership.
- Analyzes and determines opportunities for charter expansion; develops relationships with school district administration and creates opportunities for new charters to be established.
- Establishes and maintains a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Develops new and revised policies for recommendation to the Board of Directors and ensure that all laws, Board policies, procedures and administrative regulations are implemented
- Works with staff to develop the annual school calendar and master schedule
- Directs the preparation of reports showing objectives, plans, programs, and educational accomplishments

Larger Community,, Authorizer, WASC, and LCAP

- Fosters a climate of innovation and collaborative creative problem solving with charter personnel, students, parents, and community
- Completes and submits required documents as requested or required by the charter and/or Cabinet/Board of Directors and/or the District
-
- Serves as professional advisor to the Board of Directors, keeping them fully informed on all programs, practices, issues and problems of the charter school; provides them with all information and data for decision making. When recommendations are requested or offered, the Superintendent will provide rationale for the recommendation
- Promotes and publishes the school in the community, promotes positive public relations and interacts effectively with media
- Secures legal interpretations on all issues pertaining to the school and the operation of the school
- Ensures compliance with all applicable state and federal laws
- Oversees the development of the School Annual Performance Report and the School Accountability Report Card (SARC)
- Oversees the processing and submission of required state and federal reports, including Local Control Accountability Plan (LCAP)
- Oversees school-wide state assessments; promotes participation through positive communication with students and families
- Analyzes student assessment data; develops targeted plans for growth including review of teaching strategies and curriculum; implements professional development as needed
- Oversees and assists in securing local grants
- Oversees and ensures Western Association of School and Colleges (WASC) accreditation
- Serves as liaison between the school and school districts, as needed
-

Attendance Compliance

- Takes responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Oversees attendance policies and ensures procedures are followed

*Executive Director/CEO Job Description
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- Oversees completion and submission of all necessary financial reports as required for proper attendance reporting

Oversight Responsibilities:

- Supervises and oversees the leadership team and staff

OTHER DUTIES:

- Documents and reports all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Performs other duties as assigned

ABILITIES:

- Develop, implement, and evaluate effective instructional programs
- Analyze school programs, develop and implement solutions, and evaluate success
- Transmit passion for learning to students and families; promote family and community engagement
- Oversee the budget development process and ensure long term sustainability of school finances
- Establish and maintain effective working relationships with and between staff, students, and families and resolve conflict
- Select, train, and evaluate performance of assigned staff
- Plan and implement staff development programs
- Demonstrate flexibility and adaptability in difficult situations and ensure student-focused leadership
- Demonstrate well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner
- Demonstrate strong organizational skills and time management
- Demonstrate openness to differing views and objectives
- Conduct research, participate in professional networks, and monitor legislation to inform decision making for school programs
- Deliver information both orally and in writing in a timely and effective manner
- Maintain confidentiality of sensitive and privileged information.
- Exercise initiative -
 - understands the needs of the school and takes steps toward meeting those needs with little support and guidance
 - prevents problems by planning ahead and anticipating outcomes
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds and promote a culture of inclusion
- Build a culture where students, parents, and teachers feel valued and served

Knowledge:

*Executive Director/CEO Job Description
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- State and federal laws, statutes, rules and regulations that pertain to TK-12 public education including general education, special education, and second language learners
- Independent study program requirements, assessment, and accountability
- Public education systems and county and community resources and agencies
- California Content Standards for TK-12 education
- Current practices, research and trends in curriculum, instruction, and assessment
- Methodologies, strategies, and assessment instruments
- Budget preparation, management and controls
- Principles and practices of leadership, management, supervision, and training
- Effective professional development programs
- Computer Literacy: General knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software

PHYSICAL AND ENVIRONMENTAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Seeing to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods of time
- Lifting objects up to 25 pounds with or without assistance
- Close vision and ability to adjust focus to view text in print materials or electronically

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Primarily indoor and outdoor in varying temperatures
- Employee must have available transportation and be able to drive up to 100 miles in a day

Hazards:

- Potential physical hazards involved in intervening in altercations and antisocial behavior
- Contact with dissatisfied individuals

Employee Acknowledgement:

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.

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Employee Signature

Printed Name

Date

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Administrative Salary Schedule						
	CEO/Superintendent	Executive Director	Director Principal Program Specialist	Assistant Director	Coordinator	Specialist
STEP	\$225	\$220	\$220	\$220	\$220	\$220
0	\$165,757	\$132,606	\$106,085	\$84,868	\$72,137	\$64,924
1	\$170,730	\$136,584	\$109,267	\$87,414	\$74,302	\$66,871
2	\$175,852	\$140,681	\$112,545	\$90,036	\$76,531	\$68,878
3	\$181,127	\$144,902	\$115,921	\$92,737	\$78,827	\$70,944
4	\$186,561	\$149,249	\$119,399	\$95,519	\$81,191	\$73,072
5	\$192,158	\$153,726	\$122,981	\$98,385	\$83,627	\$75,264
6	\$197,923	\$158,338	\$126,671	\$101,336	\$86,136	\$77,522
7	\$203,860	\$163,088	\$130,471	\$104,376	\$88,720	\$79,848
8	\$209,976	\$167,981	\$134,385	\$107,508	\$91,382	\$82,243
9	\$216,275	\$173,020	\$138,416	\$110,733	\$94,123	\$84,711
10	\$222,764	\$178,211	\$142,569	\$114,055	\$96,947	\$87,252
11	\$229,447	\$183,557	\$146,846	\$117,477	\$99,855	\$89,870
12	\$236,330	\$189,064	\$151,251	\$121,001	\$102,851	\$92,566
13	\$243,420	\$194,736	\$155,789	\$124,631	\$105,936	\$95,343
14	\$250,723		\$160,462	\$128,370	\$109,114	\$98,203
15	\$258,244		\$165,276	\$132,221	\$112,388	\$101,149
16	\$265,992				\$115,760	\$104,184
17	\$273,971				\$119,232	\$107,309
18	\$282,190				\$122,809	\$110,528
19					\$126,494	\$113,844
20						\$117,260
21						\$120,777
22						\$124,401
23						\$128,133
24						\$131,977
25						\$135,936
1.03		\$0	\$0	\$0	\$0	\$0



EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement") is made and entered into effective as of June 22, 2023, by and between the Excel Academy (Charter School), a public school of the State of California ("Charter School") and Heidi Gasca, an individual referred to herein as "Executive Director/CEO."

WHEREAS, the Board of Directors ("Board") desires to employ the Executive Director/CEO as the Executive Director/CEO of the Charter School, and the Executive Director/CEO desires to accept employment as the Executive Director/CEO of Charter School upon the terms and conditions hereinafter set forth in this Agreement;

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein, the parties hereto agree as follows:

1. TERM

The term of this Agreement shall commence on July 1, 2023 and terminate on June 30, 2025, unless terminated earlier pursuant to the provisions of this Agreement, or unless extended as provided herein or as provided by law.

Should the Executive Director/CEO receive a satisfactory evaluation pursuant to Section 16 after the first year of this Agreement, this Agreement will be automatically extended for one additional year, so long as the term of the Agreement does not at any time exceed 3 years.

The Charter School shall provide the Executive Director/CEO with at least 120 days written notice prior to the expiration of this Agreement of the intention of the Charter School not to renew the Agreement. Failure to give such notification shall result in the renewal of this Agreement as if notice had not been provided.

2. EMPLOYMENT DUTIES AND RESPONSIBILITIES

The Board hereby employs the Executive Director/CEO as the Executive Director/CEO of the Charter School, and the Executive Director/CEO accepts employment as the Executive Director/CEO of the Charter School. In said capacity, the Executive Director/CEO shall do and perform all services, acts, or tasks, necessary or advisable, to manage and conduct the business of the Charter School. Without limiting the foregoing, the Executive Director/CEO (or Executive Director/CEO's designee) shall perform the job duties as outlined in the board approved job description.

2.1 Responsible for Personnel

Subject to approval by the Board of the CEO/Executive Director's recommendations, the CEO/Executive Director shall have the authority of organizing, reorganizing, and arranging the

Excel Academy (CA) - Regular Meeting of the Board of Directors - Agenda - Thursday June 22, 2023 at 9:30 AM, and determine all personnel matters, including, without limitation, selection, assignment, and transfer of employees.

The CEO/Executive Director shall review all policies under consideration by the Board and make appropriate recommendations to the Board.

2.2 Professional Growth

Endeavor to maintain and improve the Executive Director/CEO's professional competence by a variety of means, including, without limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities.

2.3 Credentials/Licenses

Obtain and maintain all licenses, credentials, certificates, permits and approvals of whatever nature that are legally required to fulfill the Executive Director/CEO's obligations as the Executive Director/CEO of the Charter School.

2.4 Board Liaison

Serve as liaison between the Board and the Board's representatives with respect to all employer-employee matters, and make recommendations to the Board concerning those matters.

2.5 Attend All Board Meetings

The Executive Director/CEO shall be entitled to attend all regular, special and closed session meetings of the Board, and shall serve as an ex officio member on any and all Charter School committees and subcommittees, and shall be entitled to submit recommendations on any items of business considered by the Board or any committee or subcommittee of the Charter School.

2.6 Board Refer Complaints

The Board, individually and collectively, shall promptly refer all criticisms, complaints and suggestions called to its/their attention to the Executive Director/CEO for study and recommendation, and shall refrain from individual interference with the administration of school policies, except through Board action.

2.7 Board/Executive Director/CEO Facilitator

In addition to directing all complaints/criticisms/suggestions concerning the Charter School or any of its personnel directly to the Executive Director/CEO as set forth above, the Board agrees that it shall work with the Executive Director/CEO in a spirit of cooperation and teamwork, and shall provide her with periodic opportunities to discuss Board/Executive Director/CEO relationships. Whenever it is deemed desirable by either a majority of the Board of Directors, or by the Executive Director/CEO, an outside advisor will be mutually selected by the Board and the Executive Director/CEO, and shall be paid for by Charter School, to facilitate discussion of the relationships of the Board and the Executive Director/CEO, in advancement of the best interests of the Charter School.

2.8 Board/Executive Director/CEO Relations

The Board recognizes that it is a collective body and each Board member recognizes that their authority as a Board member is derived from collective deliberation and action of the Board as a whole in a duly constituted meeting. It is understood that the Executive Director/CEO takes direction from the Board as a whole and not from individual Board members. Individual Board members will not give directions to the Executive Director/CEO or any staff member regarding the management of the

Charter School of the solutions for specific problems. Pursuant to Board protocols and Bylaws, the Board will refer criticisms, complaints and suggestions brought to the attention of the Board, or any member thereof, to the Executive Director/CEO. It is the Executive Director/CEO's responsibility to share with the President of the Board any significant item brought to her by an individual Board member.

2.9 Assigned Other Duties

This is an agreement for the performance of professional services as Executive Director/CEO of the Charter School. In recognition of the purposes of this Agreement, the Executive Director/CEO shall not be assigned to any other position or have her duties assigned to others without the Executive Director/CEO's consent. No policy or bylaw of the Charter School shall diminish the Executive Director/CEO's statutory or contractual authority. All duties assigned to the Executive Director/CEO by the Board shall be appropriate to and consistent with the professional role and responsibility of the Executive Director/CEO. The Executive Director/CEO shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to the Executive Director/CEO's position and necessary for the adequate performance of her duties.

OBLIGATIONS OF THE CHARTER SCHOOL

The Charter School shall provide the Executive Director/CEO with the compensation, incentives, benefits, technology and business expense reimbursements specified in this Agreement.

3. SALARY

3.1 Base Salary and Board Adopted Salary Schedule

Having the goal of providing the Executive Director/CEO with consistent salary increases in accordance with CalSTRS Creditable Compensation Guidelines adopted January 1, 2015, and in an effort to maintain equity with other certificated personnel, the Executive Director/CEO shall be placed on the appropriate step of a Board adopted Salary Schedule. Based on this information, the Charter School shall pay the Executive Director/CEO an annual salary of \$197,923. Charter School shall pay the Executive Director/CEO an annual salary of The percentage step increases on the salary schedule shall be aligned with other Administrative Salary Schedules adopted by the Charter School. The Executive Director/CEO shall receive a step increase beginning on July 1 each year of the Agreement. The Executive Director/CEO shall also receive any COLA increases approved by the Board and applied to the administrative salary schedule during the term of the contract.

3.2 Additional Adopted Salary Increases

The Executive Director/CEO shall receive such annual increases in salary as may be agreed to by the Executive Director/CEO and the Board and also included in this agreement, subject to Section 13.6 of this Agreement. In addition, the Board may agree to provide the Executive Director/CEO with additional increases in the Board's sole discretion. In accordance with Government Code Section 3511.2(a), any additional pay or step increase resulting from the extension of this Agreement following a satisfactory evaluation as provided under Section 1 of this Agreement shall require the express approval of the Board at a regularly scheduled board meeting.

Actual salary placement during the term of the contract, may be adjusted in response to Charter School's funding level or fiscal health. Any salary adjustment will be discussed between the Executive Director/CEO and the Board. Final determination of salary placement will be at the sole discretion of the Board of Directors to most closely align with any changes determined for all staff.

3.3 Masters and Doctoral Remuneration in Addition to Salary

In recognition of his/her Masters Degree and earned Doctorate from an accredited university, the Executive Director/CEO shall also receive annual increments of \$2,000 for the Masters Degree. These increments shall be considered salary for tax purposes and will be paid on a prorated monthly basis. Compensation for advanced degrees shall serve as part of the base salary for any future salary increases approved by the Board.

It is also agreed and understood between the parties that the Charter School's contribution of the amounts provided in this Section (or any subsequent modification of these amounts per said purpose) shall be reported to STRS as "creditable compensation" for purposes of Education Code Sections 22119.2(a) and (a)(5).

4. EXPENSE ALLOWANCES

4.1 Expense Reimbursement The Executive Director/CEO shall be reimbursed for actual and necessary expenses that are naturally incurred as the Executive Director/CEO conducts the Charter School's Business. The Executive Director/CEO shall submit all expense claims with documentation on a monthly basis.

4.2 Travel Expenses

The Executive Director/CEO shall be reimbursed for travel expenses in accordance with Charter School policies and procedures.

4.3 Cell Phone Allowance

The Executive Director/CEO shall receive a monthly cell phone /internet allowance of \$50.00. This allowance shall not be reported as STRS creditable compensation.

5. CHARTER SCHOOL PROVIDED TECHNOLOGY DEVICES

The Charter School shall provide the Executive Director/CEO with appropriate technology including a laptop, tablet, smartphone and other technology devices that might be needed that assist the Executive Director/CEO in his/her duties. The Charter School shall pay all costs associated with the use and maintenance of all technology devices. The Executive Director/CEO shall use all technology in accordance with the Charter School's policies and legal requirements. The Executive Director/CEO agrees to sign all technology use agreements or other forms that are required of other Charter School employees. All Charter School business conducted on these technology devices shall be made available at the Charter School's request.

6. WORK DAYS/PAID VACATION DAYS/HOLIDAYS

Work Days - Positive Work Year

The Executive Director/CEO's work year shall be 220/225 days exclusive of holidays provided to the other certificated employees of the Charter School. To determine the Executive Director/CEO's daily rate, the Executive Director/CEO's annual base salary shall be divided by her work days. The Executive Director/CEO may choose to work five (5) additional days each year of this agreement and be paid at her current daily rate with all necessary contributions being deducted. Any work days beyond these five (5) shall be with the approval of the board.

7. HEALTH BENEFITS

The Executive Director/CEO, her spouse, and dependents shall be eligible to participate in the Charter School's health, vision and dental insurance plans. The Charter School shall provide the Executive Director/CEO the same contribution towards benefit premium as all staff.

8. LIFE INSURANCE

The Charter School shall provide the Executive Director/CEO with a basic life insurance policy equivalent to the coverage provided to all staff.

9. PROFESSIONAL ASSOCIATION DUES/SERVICE CLUB EXPENSES

Charter School shall pay the Executive Director/CEO's expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA) and such other professional associations as the Executive Director/CEO may participate in. Charter School shall reimburse the Executive Director/CEO for all reasonable expenses incurred by her in connection with Charter School business. Such reimbursement shall include dues and other expenses associated with membership in a service club to be selected by the Executive Director/CEO. The Charter School shall also pay on behalf of the Executive Director/CEO expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in the Executive Director/CEO's judgment relate to the benefit and welfare of the Charter School.

10. INTERNAL REVENUE CODE (IRC) BENEFITS

The Charter School shall throughout the Term of this Agreement provide a plan qualifying under the provisions of Internal Revenue Code Section 125 allowing the Executive Director/CEO to choose among various benefit programs made available by the Charter School. The Executive Director/CEO shall be entitled immediately to participate in such a plan upon commencing employment with the Charter School. The Executive Director/CEO may elect under the plan to have a portion of his/her wages applied by the Charter School toward the cost of one or more of the benefits made available by the Charter School which include the following benefits: *Health Savings and Dependent Care accounts*

The Executive Director/CEO shall submit an election form to the Charter School specifying which benefits she shall participate in under the plan, in identifying the amount of her salary which will be reduced as a result of such participation. The Executive Director/CEO may revoke a benefit election at any time and file a new election form if both the revocation and the new election are on account of, and consistent with, a change in family status. A change in family status for this purpose includes marriage, divorce, death of a spouse or child, birth or adoption of a child, termination of employment or new employment of a spouse, and such other events as are specified in the Charter School's Section 125 Plan. The Charter School will at all times cause the plan to be administered consistent with requirements of Section 125 of the Internal Revenue Code.

11. TAX DEFERRED BENEFIT PLAN

The Executive Director/CEO may participate in the tax deferred compensation plans of the Charter School. The Executive Director/CEO will not be eligible for any employer matching contribution.

12. PROFESSIONAL GROWTH OF THE Executive Director/CEO

The Board supports the concept of lifelong learning and encourages the continuing professional growth of the Executive Director/CEO. The Board is willing to support the Executive Director/CEO's professional growth and will be responsible for the expenses involved in such activities as part of the mutually agreed upon annual goals of the Executive Director/CEO.

13. EVALUATION OF THE Executive Director/CEO**13.1 Goals and Objectives**

The Board and Executive Director/CEO shall annually develop and agree upon performance goals and

objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Executive Director/CEO. By September 30 of each school year, the Board and the Executive Director/CEO shall meet and agree upon objectives for evaluation. The evaluation will be completed no later than May 31 of each year of the Agreement.

13.2 Schedule Board Meeting

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Executive Director/CEO and the Board. Every effort will be made to conduct this meeting by a date to be determined by the Board and the Executive Director/CEO. Such a meeting shall be conducted in closed session unless mutually agreed otherwise. Evaluations shall be based upon the mutually developed and agreed upon performance goals and objectives for that year's evaluation. After reviewing the performance of the Executive Director/CEO based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Executive Director/CEO in writing whether the Executive Director/CEO has performed, in the Board's judgment, satisfactorily or unsatisfactorily.

13.3 Majority of Board

An evaluation shall be deemed to be "satisfactory" if a majority of Board members have rated the Executive Director/CEO's performance as satisfactory in individual evaluations prepared by such Board members. The minority opinion will not be included in the final evaluation.

13.4 Deadline

The Board will provide a formal evaluation of the Executive Director/CEO's performance at least once annually, at the regular board meeting held in May of each year, unless an alternate schedule is agreed upon between the Board and the Executive Director/CEO. If the Board's evaluation of the Executive Director/CEO is not completed by July 1 of any year under this Agreement, the performance will be deemed satisfactory, and the Executive Director/CEO shall be entitled to retroactive application of any additional salary increase and contract extension to which the Executive Director/CEO is entitled to under, Sections 1 Term and 3.2 Salary, of this Agreement.

13.5 Mutually Agreed Format

The Board and the Executive Director/CEO shall agree upon a written evaluation format which shall be used during the Term.

13.6 Impact of Satisfactory Evaluation

If the Executive Director/CEO receives a satisfactory evaluation, she shall be entitled to an additional annual increase in salary as specified in Section 3.1 of this Agreement. She shall also receive a one-year extension to the term of the Agreement. Both the salary increase and the one year extension of the Term shall be approved at a regularly scheduled board meeting with the results of the salary increase and extension being reported in open session so that the public remains informed about the Executive Director/CEO's current salary and term of the Agreement.

13.7 Unsatisfactory Evaluation

If the Board concludes that the Executive Director/CEO's performance is unsatisfactory in any respect, the Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Executive Director/CEO that another evaluation will be conducted within six (6) months. Such written recommendations and the specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

13.8 Confidentiality

The Board, unless otherwise agreed to in writing with the Executive Director/CEO, shall maintain

14. OUTSIDE PROFESSIONAL ACTIVITIES

The Executive Director/CEO may serve as a consultant to other districts or educational agencies, lecture, engage in professional activities and speaking engagements, and engage in other activities which are of a short-term duration at the Executive Director/CEO's discretion. Any such activities which require the Executive Director/CEO to be absent from the Charter School for more than three (3) consecutive full working days, the Executive Director/CEO shall notify the Board President. Any compensation received by the Executive Director/CEO for these outside professional activities shall be remitted to the District unless such activities are completed on the Executive Director/CEO's non-work days or time.

15. TERMINATION

15.1 The Executive Director/CEO may terminate her obligations under this Agreement by giving the Charter School at least sixty (60) days written notice.

15.2 This Agreement shall terminate upon the occurrence of any of the following events:

15.2.1 Whenever the Executive Director/CEO and the Charter School shall mutually agree to termination in writing

15.2.2 The Executive Director/CEO has been unable to perform all or substantially all of the Executive Director/CEO's duties due to illness or other disability for a period of six (6) consecutive months, and it is medically determined that the Executive Director/CEO is permanently disabled from performing all or substantially all of the duties of the Executive Director/CEO. Following the leave of absence, the Board may require that the Executive Director/CEO undergo a comprehensive medical examination in accordance with the provisions of Section 7 of this Agreement. Such examination shall occur within two weeks of the date written notice is given to the Executive Director/CEO that the Board is exercising its right to an examination as provided in this Section. If the Executive Director/CEO wishes to do so, she may, within one week of said examination, submit a separate report made by a physician chosen by the Executive Director/CEO and concerning all or part of the matters covered in said comprehensive medical examination.

15.2.3 Upon the death of the Executive Director/CEO

15.3 Termination for Cause

The Board may terminate the Executive Director/CEO for just cause for one or more of the following reasons:

1. Substantial failure, refusal or incapable of performing contractual duties
2. Gross incompetence or unprofessional conduct
3. Severe error in actions or judgment that caused financial or reputational harm to the organization
4. Theft or intentional dishonesty
5. Knowingly committed an unequivocally illegal act
6. Unsatisfactory performance evaluation of mutually agreed to performance standards of the majority of the Board
7. Suspension or revocation of any credential held by the Executive Director/CEO.

Termination for just cause means the employer has proven the allegation(s) to the satisfaction of the Board, the allegation(s) goes to the heart of the employment contract, and the employer asserts the allegation(s) is severe enough that the employment relationship cannot be repaired.

If the Board believes that cause to terminate the Agreement exists, it shall meet with the Executive Director/CEO. If the Executive Director/CEO disputes the cause, the Executive Director/CEO shall then be entitled to a conference before the Board in closed session. The Executive Director/CEO shall have a reasonable opportunity to respond to all matters raised. The conference with the Board shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. The Executive Director/CEO shall have the right to have counsel attend at his/her own expense.

15.4 Termination Without Cause/Buyout

Notwithstanding any other provision of this Agreement, the Board, without cause, in its sole discretion, shall have the option to unilaterally terminate this Agreement upon the provision of written notice of such termination to the Executive Director/CEO. If the Board elects the option to terminate this Agreement without cause, then the Executive Director/CEO shall receive the lesser of the Executive Director/CEO's regular salary for twelve (12) months, or the remainder of her contract, and shall additionally be entitled to continue to have access to the Charter School's medical, dental, vision and life plans and be entitled to the employer health insurance benefits premium contribution that the Executive Director/CEO has elected for the same period of time unless both parties have agreed to another format for compensating the Executive Director/CEO's twelve month salary and benefits.

16. ABUSE OF OFFICE

Pursuant to Government Code 53243.2, any funds received by the Executive Director/CEO from the Charter School as a buyout, resulting from the Board's decision to terminate the CEO/Executive Director without cause, shall be fully reimbursed to the Charter School if the Executive Director/CEO is convicted of a crime involving the abuse of her powers of office. If the Charter School funds the criminal defense of the Executive Director/CEO against charges involving the abuse of her office or position, and the Executive Director/CEO is then convicted of those charges, the Executive Director/CEO shall fully reimburse the Charter School for all Charter School funds paid for the Executive Director/CEO's criminal defense.

17. DELIVERY OF NOTICES

All notices permitted or required under this Agreement shall be given to the respective parties at the following address, or at such other address as the respective parties may provide in writing for this purpose:

Executive Director/CEO:

3 Taffeta Lane
Ladera Ranch, CA 92694

CHARTER SCHOOL:

1 Technology Drive, I-811
Irvine, CA 92618

Such notice shall be deemed received when personally delivered or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepared and addressed to the party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

18. CONFLICT OF LAWS

This Agreement shall be governed by the laws of the State of California.

19. INTEGRATION

This Agreement contains the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party.

20. SEVERABILITY

If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

21. MODIFICATION

No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties.

22. CONSTRUCTION OF AGREEMENT

This Agreement will be liberally construed to effectuate the intention of the parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party (including the party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the parties have participated equally or have had equal opportunity to participate in the drafting hereof.

23. WAIVER

No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

24. HEADINGS

The headings of sections of this Agreement have been inserted for convenience of reference only and shall not affect the interpretation of any of the provisions of this Agreement.

25. ATTORNEY FEES

In the event of any action or proceeding to enforce or construe any of the provisions of this Agreement, the prevailing party in any such action or proceeding shall be entitled to attorneys' fees and costs.

26. FURTHER ASSURANCES

Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances, and shall do any and all acts and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent and agreements of the parties hereto.

27. ASSIGNMENT

Since this Agreement is for the employment of the Executive Director/CEO and the Executive

Director/CEO's specific knowledge and talents, both parties acknowledge that neither party shall assign this Agreement or any interest therein. Any such attempt to assign this Agreement is null, void and of no effect.

28. COUNTERPARTS

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

29. INDEMNITY

In accordance with the provisions of Government Codes §825 and §995, the Charter School shall defend the Executive Director/CEO from any and all demands, claims, suits, actions, and legal proceedings brought against the Executive Director/CEO in Executive Director/CEO's individual capacity, or official capacity as an agent and employee of the Charter School, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Executive Director/CEO was acting within the scope of employment.

Upon retirement or separation from the Charter School, the Executive Director/CEO will continue to be indemnified for any actions taken against her related to her role as the Executive Director/CEO.

30. ARBITRATION

The parties to this Agreement reserve the right to seek equitable relief from any court authorized to issue an injunction or extraordinary writ with respect to any breach or threatened breach of this agreement. Except as so reserved, the parties shall submit any disputes arising under the terms of this Agreement to arbitration as set forth in this paragraph.

Except as otherwise provided in this Agreement, all disputes concerning this Agreement shall be decided by arbitration in accordance with the commercial rules and regulations of Judicial Arbitration and Mediation Services ("JAMS"), except to the extent such rules and regulations are inconsistent with the provisions of Section 20 of this document. All arbitration proceedings hereunder shall be conducted in Orange County California. The substantive law of the State of California shall be applied by the arbitrator to the resolution of the dispute provided that the decision of the arbitrator shall be based upon the express terms, covenants and conditions of this Agreement. If the parties to the dispute agree on one arbitrator, the arbitration shall be conducted by such arbitrator. If the parties to the dispute do not so agree, they shall request JAMS to provide a list of three (3) potential arbitrators, each party shall notify JAMS of one (1) of the potential arbitrators on the list who is not acceptable to such party, and the potential arbitrator on the list who is not identified by the parties as unacceptable shall be the arbitrator who will conduct the arbitration.

Each party to the dispute reserves the right to object to any individual arbitrator who is employed by or affiliated with another party.

The parties to the dispute shall have the right to conduct discovery as specified for up to one month. Such discovery shall include the right to take depositions and subpoena witnesses.

At the request of the Executive Director/CEO, arbitration proceedings shall be conducted in the utmost confidentiality. In such case, all documents, testimony and records shall be received, heard and maintained by the arbitrator in confidentiality under seal, available for the inspection only of the parties to the dispute and their respective attorneys and experts who have agreed in advance in writing to receive and maintain all such information in confidence until such information becomes generally known. The arbitrator shall issue a written opinion of the arbitrator's findings of fact and conclusions of law.

The arbitrator shall be able to decree any and all relief of an equitable nature, including, without limitation, such relief as a temporary restraining order and a preliminary or permanent injunction, and shall also be able to award damages, with or without an accounting, and costs, except that the prevailing party shall be entitled to its reasonable attorneys’ fees. The decrees or judgment of an award rendered by the arbitrators shall be binding upon the parties and may be entered in any court having jurisdiction thereof.

Reasonable notice of the time and place of arbitration shall be given to all persons as required by law. Such persons and their authorized representative shall have the right to attend or participate in all the arbitration hearings in such manner as the law requires.

Costs and expenses of arbitration shall be borne by the Charter School.

31. SAFETY

In the event of public controversy or threats, if the Board or the Executive Director/CEO deems it necessary, the Board will at the Charter School expense provide appropriate security measures for the safety of the Executive Director/CEO and Executive Director/CEO's family.

IN WITNESS WHEREOF, this Agreement has been executed this day 22 of June 2023. EXCEL ACADEMY CHARTER SCHOOLS

William Hall, President By: _____ Dated: _____

Michael Humphrey, Vice President By: _____ Dated: _____

Steve Fraire, Clerk By: _____ Dated: _____

Susan Houle, Member By: _____ Dated: _____

Larry Alvarado, Member By: _____ Dated: _____

Heidi Gasca, Executive Director/CEO

Signature: _____ Dated: _____

APPENDIX A: SALARY SCHEDULE

(See attached Certificated Management 225 Salary Schedule)

APPENDIX B: JOB DESCRIPTION

(See attached Executive Director/CEO Job Description)