



Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on June 14, 2024 at 3:32 PM PDT

Date and Time

Thursday June 20, 2024 at 10:00 AM PDT

Location

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

1185 Calle Dulce
Chula Vista, CA 91910

1160 Cuyamaca Avenue
Chula Vista, CA 91910

16222 Quail Rock Road
Ramona, CA 92065

39251 Camino Las Hoyas
Indio, CA 92203

Zoom Meeting Information:

Dial In: +1 669 444 9171

Meeting ID: 890 6045 5778

URL: <https://us06web.zoom.us/j/89060455778>

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			10:00 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			10:02 AM
A. Led by Board President or designee.		William Hall	1 m

	Purpose	Presenter	Time
III. Approve/Adopt Agenda			10:03 AM

A. Agenda	Vote	William Hall	1 m
------------------	------	--------------	-----

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 20, 2024.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

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

IV. Public Comments/Recognition/Reports

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.

V. Business/Financial Services			10:04 AM
---------------------------------------	--	--	-----------------

A. Approval of Excel Academy Charter School Petition for Charter Renewal	Vote	Heidi Gasca	3 m
---	------	-------------	-----

It is recommended the Board approve the Excel Academy Charter School Petition for charter renewal, effective July 1, 2024, through June 30, 2031.

Fiscal Impact: N/A

Roll Call Vote:

William Hall

Michael Humphrey

	Purpose	Presenter	Time
Steve Fraire			
Susan Houle			
Larry Alvarado			
Moved by _____	Seconded by _____	Ayes _____	Nays _____
		Absent _____	

- B.** Approval of Memorandum of Understanding between Excel Academy Charter School and the Warner Unified School District

Vote	Heidi Gasca	3 m
------	-------------	-----

It is recommended the Board approve the Memorandum of Understanding between Excel Academy Charter School and the Warner Unified School District, effective July 1, 2024, through June 30, 2031.

Fiscal Impact: N/A

Roll Call Vote:

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

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

- C.** Adoption of the 2024-25 Budget for Excel Academy Charter Schools

Vote	Joe Sorrera	2 m
------	-------------	-----

It is recommended the Board adopt the budget for Excel Academy Charter Schools for the 2024-25 school year.

- a. 2024-25 Preliminary Budget
- b. 2023-24 Education Protection Account (EPA) Plan Actuals (Helendale)
- c. 2023-24 Education Protection Account (EPA) Plan Actuals (Warner)
- d. 2024-25 Education Protection Account (EPA) Multi-Year Plan (Helendale)
- e. 2024-25 Education Protection Account (EPA) Multi-Year Plan (Warner)
- f. 2024-25 Local Control Funding Formula (LCFF) Budget Overview for Parents (Helendale)
- g. 2024-25 Local Control Funding Formula (LCFF) Budget Overview for Parents (Warner)

Fiscal Impact: *As presented in the 2024-2025 July Budget.*

Roll Call Vote:

	Purpose	Presenter	Time
William Hall Michael Humphrey Steve Fraire Susan Houle Larry Alvarado			
Moved by _____	Seconded by _____	Ayes _____	Nays _____
		Absent _____	

VI. Education/Student Services

10:12 AM

- | | | | |
|---|------|-------------|-----|
| A. Adoption of 2024-2025 Local Control and Accountability Plans (LCAP) | Vote | Heidi Gasca | 3 m |
|---|------|-------------|-----|

It is recommended the Board adopt the LCAP for Excel Academy Charter Schools for the 2024-25 school year, Helendale (#2073) and Warner (#2053).

- a. 2024-25 LCAP Plan (Helendale)
- b. 2024-25 LCAP Plan (Warner)

Roll Call Vote:

William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado

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

- | | | | |
|---|------|-------------|-----|
| B. Approval of 2024-2025 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools | Vote | Heidi Gasca | 3 m |
|---|------|-------------|-----|

It is recommended the Board approve the 2024-2025 Local Performance Indicator Self-Reflection Reports as presented for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

Fiscal Impact: N/A

Roll Call Vote:

William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado

Purpose Presenter Time

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

VII. Personnel Services **10:18 AM**

- A.** Approval of Extension of Employment Agreement and Salary Schedule for the Executive Director/CEO Vote Heidi Gasca 5 m

It is recommended the Board approve the extension of the Executive Director/CEO's Employment Agreement through June 30, 2027, for Excel Academy Charter School, and place the Executive Director/CEO on Step 7 of the proposed salary schedule, effective July 1, 2024.

Fiscal Impact: \$203,860.00
 Warner (#2053): \$126,393.20
 Helendale (\$2073): \$77,466.80

Roll Call Vote:
 William Hall
 Michael Humphrey
 Steve Fraire
 Susan Houle
 Larry Alvarado

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

VIII. Calendar

The next scheduled Study Session will be held on August 8, 2024.

IX. Comments **10:23 AM**

- A.** Board Comments 3 m
- B.** CEO Comments Heidi Gasca 2 m

X. Closing Items **10:28 AM**

- A.** Adjourn Meeting Vote

Roll Call Vote:
 William Hall
 Michael Humphrey

	Purpose	Presenter	Time
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

Approval of Excel Academy Charter School Petition for Charter Renewal

Section: V. Business/Financial Services
Item: A. Approval of Excel Academy Charter School Petition for Charter
Renewal
Purpose: Vote
Submitted by:
Related Material: Excel Academy Charter Renewal Petition - WARNER.pdf

Excel Academy Charter School Charter School Petition



For the Term of:
July 1, 2024 – June 30, 2031

Presented to:
Warner Unified School District
Warner Springs, CA
DATE: June 11, 2024

Table of Contents

AFFIRMATIONS AND DECLARATION	2
EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA	6
CHARTER RENEWAL CRITERIA	8
ELEMENT 2: MEASURABLE STUDENT OUTCOMES	35
ELEMENT 3: METHODS OF MEASURING	39
ELEMENT 4: GOVERNANCE STRUCTURE	44
ELEMENT 5: EMPLOYEE QUALIFICATIONS	48
ELEMENT 6: HEALTH & SAFETY PROCEDURES	53
ELEMENT 7: STUDENT POPULATION BALANCE	61
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES	64
ELEMENT 9: INDEPENDENT FINANCIAL AUDITS	67
ELEMENT 10: SUSPENSION/EXPULSION POLICY AND PROCEDURES	68
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	88
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	89
ELEMENT 13: EMPLOYEE RETURN RIGHTS	90
ELEMENT 14: DISPUTE RESOLUTION	91
ELEMENT 15: CLOSURE PROCEDURES	93
MISCELLANEOUS CHARTER PROVISIONS	95
GENERAL PROVISIONS OF THE PROPOSED CHARTER	100
EXHIBIT A: LCAP	
EXHIBIT B: ENGLISH LEARNER MASTER PLAN	
EXHIBIT C: ADMINISTRATIVE JOB DESCRIPTIONS	
EXHIBIT D: ARTICLES OF INCORPORATION, BYLAWS, COI CODE	
EXHIBIT E: FINANCIAL DOCUMENTS	

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Heidi Gasca, hereby certify that the information submitted in this petition for a California public charter school to be named Excel Academy Charter School (“EACS, Excel Academy, or the “Charter School”), operated as Excel Academy Charter School (“Excel” or the “Organization”), a tax-exempt 501(c)(3) nonprofit public benefit corporation and to be authorized by the Warner Unified School District (“WUSD” or the “District”) is true to the best of our knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- EACS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of EACS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (c)(6)]
- EACS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- EACS shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- EACS shall admit all students who wish to attend the Charter School unless EACS receives a greater number of applications than there are spaces for students, in which case it will hold a public random lottery to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or that student’s parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].
- Preferences, including, but not limited to, siblings of students admitted or attending the charter school, children of charter school teachers, staff, or founders named in the initial charter, may be permitted by the chartering school district on an individual charter school basis. The priority order for any admissions preferences shall be determined in the charter petition and shall comply with the following:
 - Each preference type shall be approved by the District at a public hearing;
 - Preferences shall be consistent with federal law, the California Constitution, and Education Code Section 200;
 - Preferences shall not result in limiting enrollment access for students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless or economically disadvantaged students, foster youth, or based on a student’s nationality, race, ethnicity, or sexual orientation.

- In accordance with Education Code Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

- EACS Shall comply with the requirements of Education Code Sections 48850 *et seq.* Regarding the enrollment and placement of homeless students and foster youth.

- EACS shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(ed)(1)]

- EACS shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code Section 234.7.

- EACS shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications, in compliance with Education Code Section 48907.

- EACS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act ("ADA") of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- EACS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(c)]

- EACS shall ensure that teachers at EACS hold the Commission on Teacher Credentialing ("CTC") certificate, permit or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a Board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]

- EACS shall at all times maintain all necessary and appropriate insurance coverage.


- EACS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a student is expelled or leaves EACS without graduating or completing the school year for any reason, EACS shall notify the superintendent of the school district of the student's last known

address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the student had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- EACS may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- EACS shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- EACS shall comply with all laws regarding the provision of specified accommodations to pregnant and parenting students and shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. [Ref. Education Code Sections 222, 222.5, 46015]
- EACS shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- EACS shall on a regular basis consult with its parents and teachers regarding EACS's education programs. [Ref. Education Code Section 47605(d)]
- EACS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- EACS shall comply with all laws establishing the minimum and maximum age for public school enrollment and will not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements. [Ref. Education Code Sections 47612(b) and 47610(c)]
- EACS shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- EACS shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
- EACS shall comply with the Family Educational Rights and Privacy Act, 20 US.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- EACS shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq., ("Brown Act").
- EACS shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
- EACS shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
- EACS will comply with all applicable independent study laws and regulations including but not limited to Education Code Sections 51745, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854.
- EACS shall meet or exceed the legally required minimum number of school days. [Ref. California Code of Regulations, Title 5, Section 11960]

DocuSigned by:

3110C68C22BB4F9...
Lead Petitioner

5/15/2024 | 4:39 PM PDT

Signature Date

EVIDENCE OF MEETING CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria —Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools.

Due to the suspension of the Dashboard in 2020 and 2021 for the COVID-19 pandemic, charter schools cannot be placed into performance categories as contemplated by AB 1505. All charter schools with only one year of data are placed in the middle performing track. This was true prior to COVID-19 and is currently true for all charter schools in California.

The CDE can only display the most current year of data (also known as Status) on the 2023 Dashboard. Therefore, compared to prior Dashboards, the use of colors, or performance levels, using two years of data will not be reported. The 2023 Dashboard will use one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2022–23 school year data.

The state indicators include the following:

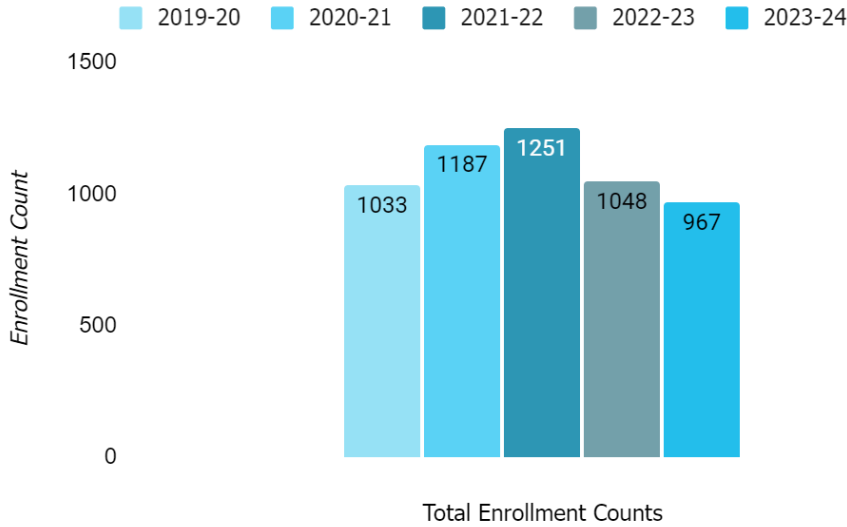
- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2023 Dashboard)
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

EACS fits into the middle performing category as demonstrated by its performance on the Dashboard. EACS documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below.

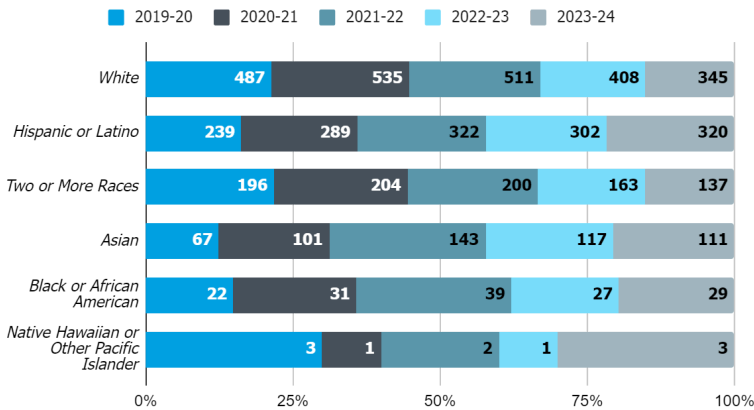
CHARTER RENEWAL CRITERIA

Historic Enrollment Trends

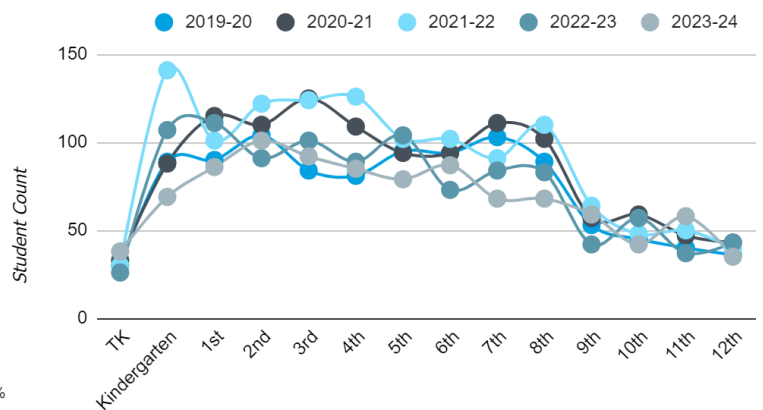
Historical Student Enrollment Counts



Enrollment by Race/Ethnicity

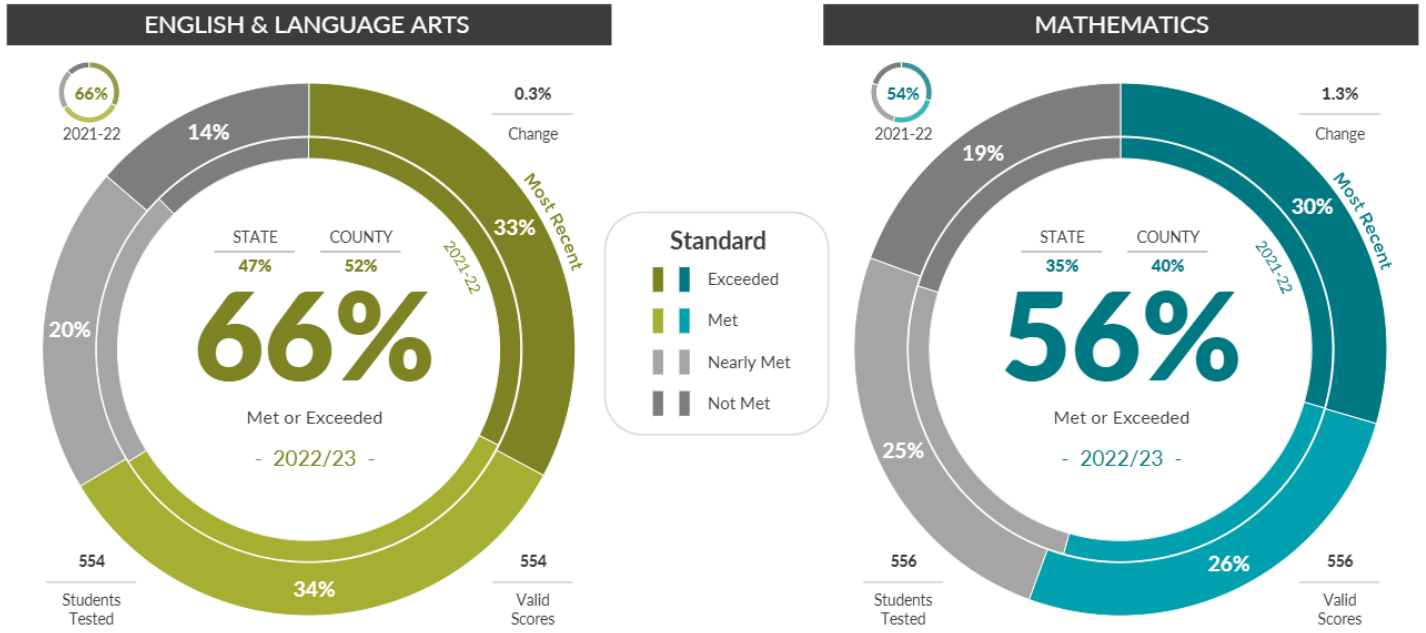


Enrollment by Grade Level

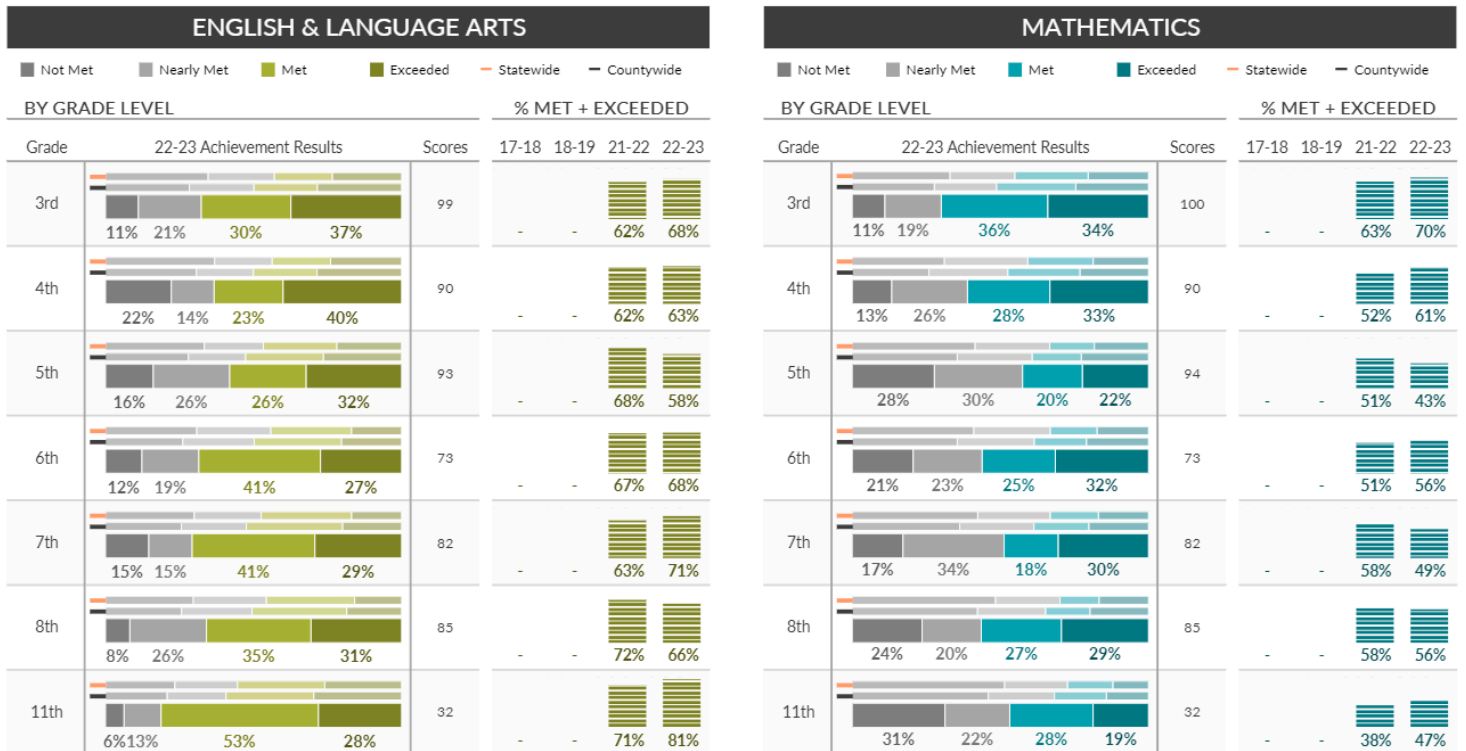


Excel Academy's student enrollment has steadily increased from 2019 through the 2021/22 school year, with a slight decrease following the 2022 school year. With the increase in student enrollment, EACS observed a much faster growth of Hispanic/Latino students. Please notice the growth increase you see in the Hispanic/Latino student population is becoming more reflective of the demographic data of the community which Warner Unified serves.

State Assessments (CAASPP)- Smarter Balanced Summative Assessment in ELA and Math

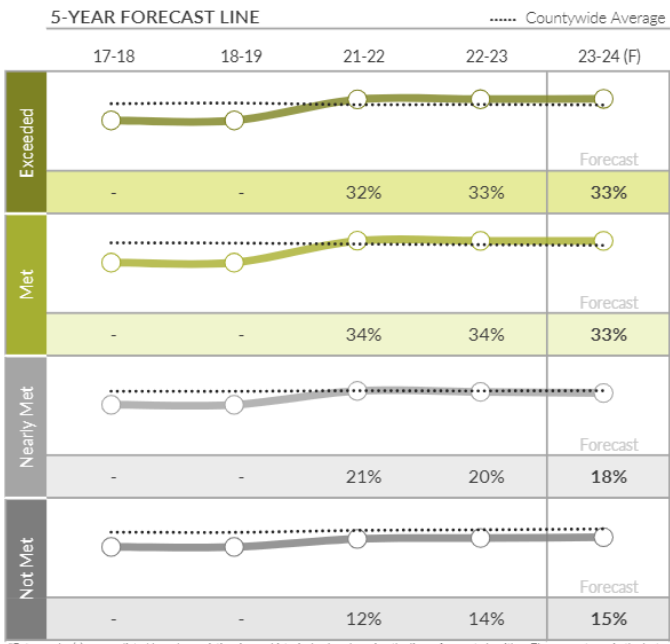


In comparison to 21/22, the 22/23 the overall percentage of students meeting or exceeding grade level standards increased by 2% in math and remained the same in ELA.



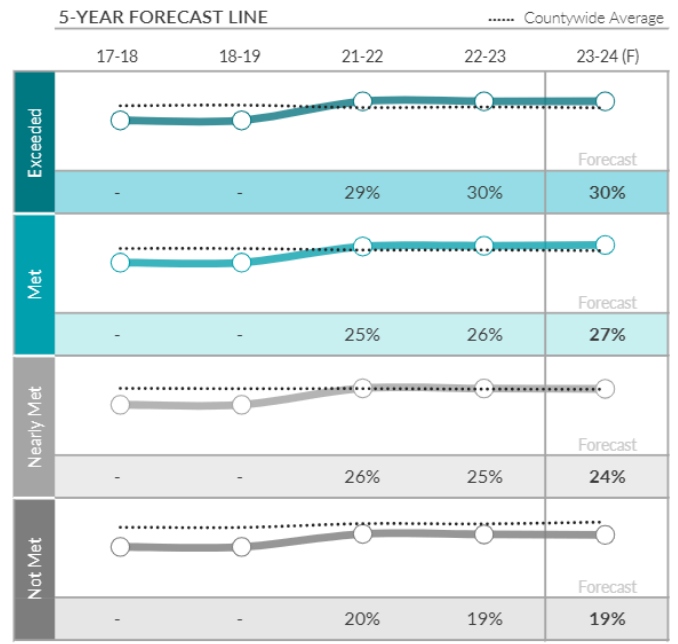
The above charts show fairly consistent results across various grade levels. Analyzing results disaggregated by grade level can shed some light on how ELA and math standards are taught. Results indicate that the scope and sequence of Common Core State Standards appear sound and effective.

ENGLISH & LANGUAGE ARTS



*Future value(s) are predicted based on existing 4-year historical values by using the linear forecast algorithm. The percentages in the last column may not add up to an exact 100%. Past performance is no guarantee of future results.

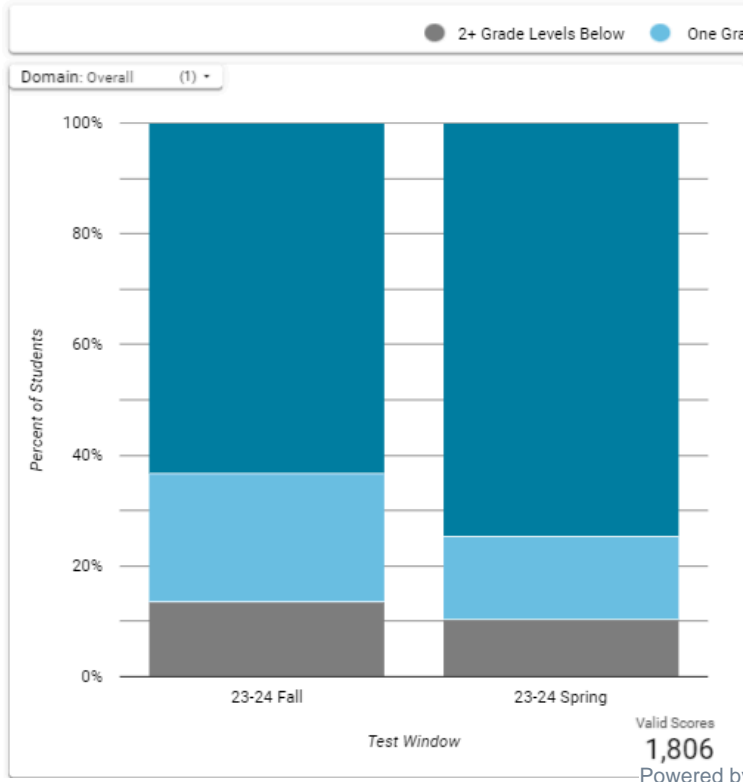
MATHEMATICS



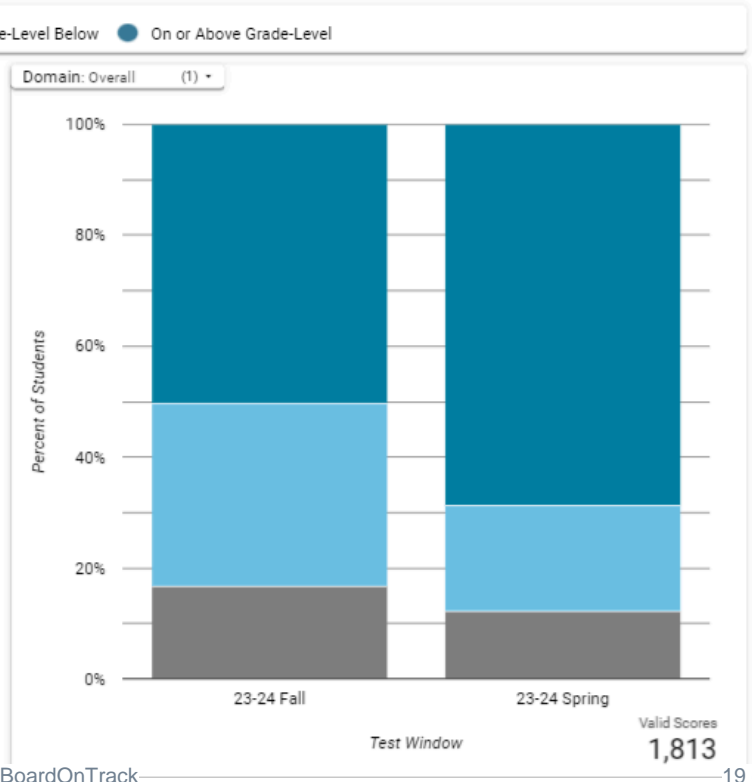
The charts above illustrate a steady trend in ELA and math as more students move into grade level proficiency over time. Based on the observed data, Excel Academy will continue to prioritize the monitoring of all students who fall into the nearly or not met levels by providing equity based interventions and instruction across all domains in ELA and math.

Local Test - i-Ready Diagnostic in Reading and Math (2023/24)

Reading Results



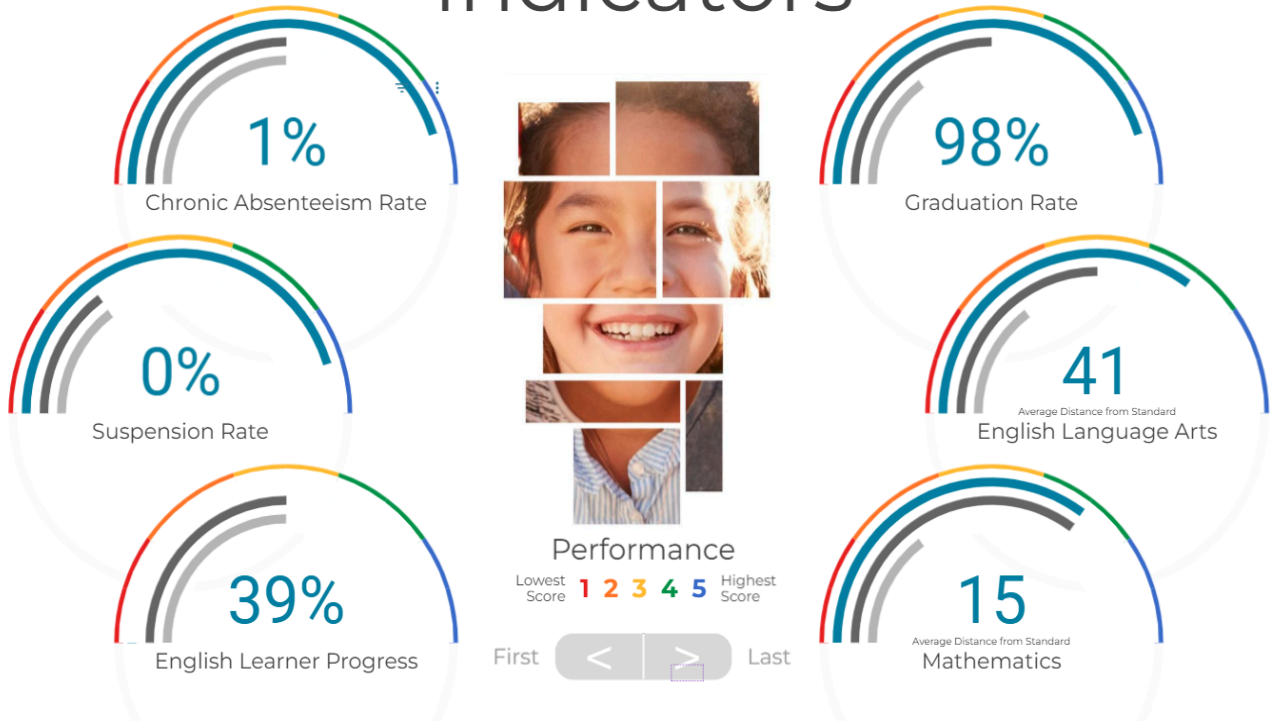
Math Results



2023 California
School Dashboard - **Enhanced**

Statewide Indicators

■ District or School
■ County
■ California



EACS received high marks on the majority of the available statewide indicators. Excel Academy's assessment and intervention departments closely analyze and monitor the progress English Learner (EL) students are making through the English Language Development Program (ELD). Oftentimes, EL students communicate in their primary language in the home. Therefore, EACS requires the completion of equity-based ELD curriculum and participation in live instruction for students to have consistent and direct guidance and support in listening, speaking, reading, and writing to build their English language fluency.

County		Priority 4			Priority 5			Priority 6
Category	Student Group	CCI	ELA	Math	ELPI	Graduation	Chronic Absent...	Suspension
All Students	All Students	-	3	4	-	3	3	2
Race/Ethnicity	African American	-	2	3	-	2	3	2
	American Indian	-	3	3	-	1	3	3
	Asian	-	5	5	-	3	3	5
	Filipino	-	5	4	-	4	3	4
	Hispanic	-	2	3	-	3	3	2
	Pacific Islander	-	2	2	-	1	3	2
	Two or More Races	-	4	4	-	4	3	2
White	-	4	4	-	4	3	3	

District or School		CCI	ELA	Math	ELPI	Graduation	Chronic Absent...	Suspension
All Students	All Students	-	4	4	-	5	5	5
Race/Ethnicity	African American	-	0	0	-	0	0	0
	Asian	-	5	5	-	0	5	5
	Filipino	-	0	0	-	0	0	0
	Hispanic	-	3	4	-	0	5	5
	Pacific Islander	-	0	0	-	-	0	0
	Two or More Races	-	5	4	-	0	5	5
	White	-	4	4	-	0	4	5

California		Priority 4			Priority 5			Priority 6
Category	Student Group	CCI	ELA	Math	ELPI	Graduation	Chronic Absent...	Suspension
All Students	All Students	-	2	2	-	2	3	2
Race/Ethnicity	African American	-	2	1	-	2	3	1
	American Indian	-	2	3	-	2	3	2
	Asian	-	5	5	-	4	3	4
	Filipino	-	4	4	-	4	3	4
	Hispanic	-	2	2	-	2	3	2
	Pacific Islander	-	2	2	-	3	3	2
	Two or More Races	-	4	3	-	2	3	2
White	-	4	3	-	2	3	3	

District or School		CCI	ELA	Math	ELPI	Graduation	Chronic Absent...	Suspension
All Students	All Students	-	4	4	-	5	5	5
Race/Ethnicity	African American	-	0	0	-	0	0	0
	Asian	-	5	5	-	0	5	5
	Filipino	-	0	0	-	0	0	0
	Hispanic	-	3	4	-	0	5	5
	Pacific Islander	-	0	0	-	-	0	0
	Two or More Races	-	5	4	-	0	5	5
	White	-	4	4	-	0	4	5

Compared to the county and state as a whole, Excel Academy exceeded or was equivalent to the scores indicated for the priorities that had enough identified students to score.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners. – Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all students and for each subgroup of students identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. – Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school students, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. – Education Code Section 47605(b)(5)(A)(iii).

1) Mission

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.

2) Vision

Excel Academy is all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

3) Educational Philosophy and What it Means to be Educated in the 21st Century

The Charter School seeks to attract and serve a group of students who can benefit from instruction that is flexibly paced, individually targeted, and closely monitored than can occur in a traditional “brick and mortar” classroom. EACS’s model becomes distinguishable from other virtual/independent study or self-directed learning models in that students benefit from a high level of personalized support from professional educators, a feature lacking in other virtual and independent study settings.

The Charter School believes that each student has unique needs and that educational success depends on personalizing learning and providing the appropriate high quality resources, services, and support to meet those needs.

This learning climate is made possible by utilizing diverse curriculum options that are aligned to California's academic content standards, including Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and other applicable state content standards (hereinafter, collectively, "State Standards"), and targeted to individual learner needs. Our curriculum is delivered through a personalized learning independent study model encompassing direct and online instruction, textbooks, project based learning and hands on experiences that balance the unique advantages of a virtual classroom and independent study approach. The curriculum is designed to cover the full content in each core subject by the end of each academic year. However, the flexible pacing in our approach enables the student, under the guidance of the credentialed teacher, to spend more intensive time and effort in areas of need. This model allows teachers to better address each student's unique learning and communication style, cultivate independent thought, and offer alternative or supplemental learning options that prepare students for the real-life complexities of higher education or the job market in the 21st century.

EACS's educational model is intended to cultivate learning habits that keep the mind open, curious, and alert. An "educated person in the 21st century" is able to learn continuously, perceive opportunity, and adapt talents and skills to novel situations. These characteristics and habits reveal themselves when a person adapts learned capabilities to a job or career that did not exist when those capabilities were first formed. This dynamic demonstrates that the curious and open minded are by nature lifelong learners. Our model engenders this mentality by enabling the student to interact with the curriculum in a manner that motivates the student to pursue individual interest while proceeding through the required content.

EACS will position its students for success by enabling students to learn any time, any place, and by deploying flexible learning, teaching, curricular, and staffing models that adapt to the uniqueness inherent in every student and learning situation. It will empower them to take ownership of their education and develop not only knowledge, skills, and abilities, but also the confidence, creativity, and resourcefulness to deploy them adaptively in response to the challenges and opportunities of the 21st century.

4) WASC and Plan for Transferability of Courses

EACS has received a six-year accreditation status by the Western Association of Schools and Colleges ("WASC") through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year. EACS will apply for continued accreditation at that time.

EACS offers a full array of a-g courses approved by the University of California as well as National Collegiate Athletic Association ("NCAA") approved courses for students who pursue athletics at the collegiate level.

EACS will inform parents about the transferability of courses to other public high schools and how those courses meet college entrance requirements for the University of California and California State University through individual meetings with the student's assigned teacher, parent information meetings and via the handbook that is provided to all high school students and parents. Teachers will receive annual training in these requirements.

5) Overview of School

Excel Academy Charter School was awarded the prestigious honor of a 2023 California Distinguished School for closing the achievement gap and achieving exceptional student performance.

EACS serves students in Tk-12th grade. We offer a personalized elementary path for students in grades Tk-6th, a personalized secondary path for students in grades 7th-12th and a virtual model for 1st-8th grade students. On the personalized paths, families have the freedom to build a customized learning experience using state approved curriculum tailored to fit students' individual needs and learning styles. In the virtual path, students learn in an online classroom with a group of grade level peers receiving instruction for all core subjects by their assigned teacher. On all three paths EACS students develop a personalized education plan with the support and guidance of their assigned highly qualified teacher, leadership support team, and counselor. This plan is highly customizable and flexible in order to meet the unique needs of each student and family. As part of the plan, the teacher will support the parent in identifying the student's educational philosophy. The educational plan will be supported through selecting curriculum, materials, and educational services that are tailored to that custom plan.

Tk-6 students are assigned a credentialed teacher in the designated grade bands who are trained in supporting the progress toward state standards utilizing a variety of learning styles and philosophies. The parent/guardian, Teacher of Record, and student develop a personalized plan that will meet the student's unique learning needs. Students are able to use instructional funds to purchase curriculum, materials, and to take classes through our content and community providers as well as attend live synchronous classes with Excel Academy teachers in a variety of different subject areas. They may participate in extracurricular activities such as the arts and sports, as well as to take advantage of additional academic support through tutors. The teacher ensures all materials and activities purchased with the school's funds support the student's educational plan and are allowable per the law. EACS is committed to providing opportunities for our students to connect in the community and to broaden their learning through those community opportunities and connections. A few examples of how this may be accomplished is through state standards aligned field trips, participation in a coding club, Spelling Bee, Outdoor classroom, monthly community meet ups, Back to School fair, regional community provider events and an annual science fair.

EACS also has an all virtual program where students participate in daily live instruction in all subject areas with a designated teacher and same grade peers.

Students in grades 7-12 are assigned a primary Teacher of Record ("ToR"). Together with the parent/guardian and student, the Teacher of Record develops the personalized plan according to each individual student's learning needs. Families choose from a wide range of approved curricula. High school courses aim to prepare students for college and career readiness options leading to graduation and meeting their post-high school goals. In addition to monthly training meetings and bi-annual in-service workshops, our Secondary leadership team and school counselors may attend the annual UC/CSU Counselor Conference, as well as online webinars offered by the College Board.

Our highly experienced high school department works with each student and parent individually to custom build the student's semester and four-year plan. Students have abundant opportunities to participate in co-curricular and extra-curricular options including: high school career oriented field trips, 4-year and community college tours, virtual and in person clubs, student leadership and National Honor Society. We also offer regional social gatherings to facilitate community and team building among high school students.

The secondary education staff work with students to facilitate personalized career and educational planning through both individual and school wide planning workshops focusing on college and career preparation.

Students are informed about the various paths to graduation and are offered support in reaching their highest potential.

EACS maintains a UC A-G course list that ensures students may enroll in College Prep courses for all core courses and any necessary electives to complete the minimum required course sequence for A-G completion, as well as our school's own live synchronous Excel teacher led classes, project based and textbook based courses. In addition to core courses, EACS offers an array of electives reflecting a wide range of student interests including but not limited to communications, social sciences, fine arts, languages other than English, computer skills, and Career and Technical

Education courses. EACS also facilitates community college concurrent enrollment for qualified, interested students.

Secondary teachers of record (ToRs) encourage student achievement through mentoring and support. Teachers personalize students' college and career readiness plan to meet their individual interests and goals. In addition, the secondary department organizes college information sessions in the fall and in spring. In the fall these sessions are geared toward understanding the college application process. Eighth grade high school transition sessions are held in the spring to assist in preparing students for 9th grade, and sessions are held for 11th graders to guide them in planning their senior year.

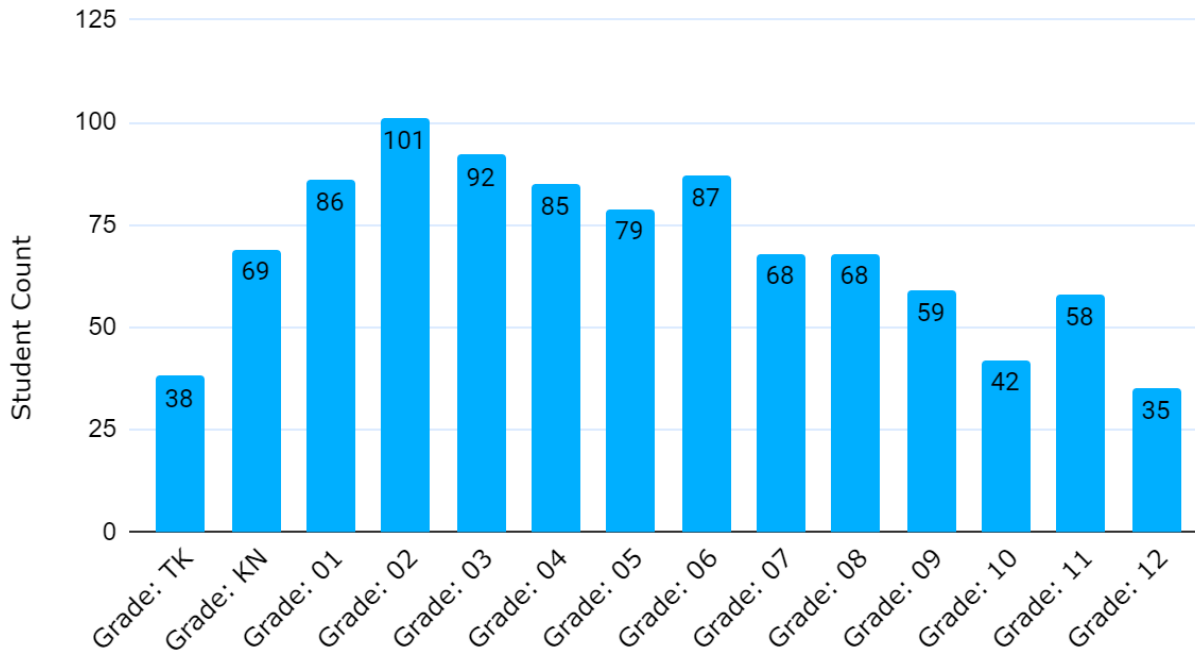
6) Whom We Attempt to Educate

EACS will be open to all students in grades Tk-12 in San Diego County, and its adjacent counties of, Imperial, Riverside, San Diego and Orange.

EACS will seek to serve any student who demonstrates an interest, desire, and aptitude for an independent study personalized learning environment. This includes students who are high performing or potentially so, but find too much distraction or too little stimulation in the traditional classroom environment. Alternatively, this includes students who need more one-on-one support and will thrive working in the home with their parent supporting the day-to-day instruction. The charter school's model will also serve students who need an alternative to daily classroom attendance. These students may not be motivated to attend school on a full-time campus for many reasons. The EACS model is designed to serve all of these students effectively through diverse curriculum options and dedicated, individualized teacher support.

EACS will serve grades Tk through 12. The projected enrollment for the 2024-2025 school year is 977 students although we have already surpassed our projected enrollment during the 2023-2024 school year. We anticipate that during the seven-year term of this petition, that the enrollment will increase to approximately 1050-1100 students.

Student Enrollment by Grade Level



7) Community Need

As a nonclassroom-based school EACS offers a flexible, personalized learning model to serve the best interests of students looking for an alternative model of education within their community. Exceptional educational practices and offerings are available to meet the academic, social and emotional needs of prospective and enrolled students. EACS supports students from all backgrounds including but not limited to; students with disabilities, English language learners, gifted students, LGBTQ+ students, professional athletes, actors, artists, college and career bound and any student that wants the flexibility and personal attention to their individual path and goals.

8) Curriculum and Instructional Design Student Information System

School Pathways is an example of a Student Information System (“SIS”) used at EACS.. The SIS keeps all student information and allows the Charter School to continually assess its educational program to make data driven decisions relative to course offerings and student outreach. The SIS has a sophisticated reporting capability that all faculty and staff have access to at varying levels (access is granted dependent on employee status and job needs). This system houses student information and records, employee information and records, grades and transcripts, and state testing information. The SIS self-reports relative to state reporting mandates such as CALPADS. It is one of the only Student Information Systems of its kind relative to state reporting and is quite sophisticated and reliable.

In addition, the SIS provides the capability of making decisions about curriculum offerings and teacher assignments, determining correct student course placement, using state testing data for student placement

and support needs, and tracking grades and progress toward graduation. EACS strives to be a data driven organization in order to make decisions that best serve the needs of the student and help them become successful graduates of the Charter School.

Elementary Curriculum

EACS offers a diverse range of curriculum that covers grade-level standards across the 4 core subject areas: English Language Arts, Math, Science, and Social Studies... Curriculum choices are personalized to each student's ability level, learning style, and personal preferences. In order to accomplish this, EACS contracts with multiple Content & Community Providers to offer a current, quality, standards-based curriculum that spans varying philosophies and formats. Teachers and parents have access to approved curriculum menus as well as experiential, hands-on learning opportunities to enrich the learning experience.. Together, the parent and teacher collaborate to select the best fit curriculum for each student.

Elementary students choose from varying instructional delivery models to further personalize their education. Some students choose a traditional book-based method, while others prefer online courses. Similarly *where* students choose to learn is flexible as well: in the home, online, or through in-person community provider classes. Each student's education is tailor fit to their unique strengths, weaknesses, preferences, and passions.

High School Curriculum

EACS's high school course of study options are thoroughly vetted by our high school leadership team and staff of highly qualified single- subject experts to ensure that each high school student receives a high-quality and rigorous state standards-based curriculum. Core courses cover all the essential subject divisions within each of these academic areas: language arts, mathematics, history/social science, physical sciences, life sciences, visual and performing arts physical education, ethnic studies, and languages other than English. The Charter School will also offer an array of electives reflecting a wide range of student interests, including but not limited to coding, communications, geography, philosophy, sociology, and an array of Career and Technical Education courses. Qualified students are able to take concurrent enrollment courses at community colleges to earn high school concurrent enrollment credit.

High School students can choose the instructional delivery model that best suits them including but not limited to a combination of live, online instruction, asynchronous and/or synchronous instruction, and/or traditional textbooks. Some rigorous, standards based options include Bright Thinker, Imagine Edgenuity, and eDynamic. Students requesting to utilize in-person community providers who offer hands-on enrichment are provided an approved standards-based course outline to ensure that students complete the requirements to earn respective course credit. This provides both social engagement and rigorous content oversight.

EACS graduation requirements include courses in English, mathematics, science, social science, physical education, ethnic studies, and choices in language other than English, visual and performing arts, and Career and Technical Education (CTE) along with several elective options. All high school students on the graduation pathway choose a college or career focus and complete a series of courses to help prepare them for college and career readiness.. EACS graduation requirements exceed Education Code requirements, and students are counseled on how to meet additional college or career requirements based on their post-secondary educational goals.

In addition to student planning sessions, the secondary leadership team will provide staff training on meeting high school graduation requirements, meeting college entrance requirements and career preparation.

EACS provides staff and students with a recommended 4-year course sequence. Excel Academy students may choose an alternative sequence that suits their personalized graduation plan as long as they meet any and all initial eligibility requirements for each individual course and graduation requirements will be met.

Attendance Tracking

The Charter School will operate, at minimum, for 175 days of instruction. The Charter School will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection. Attendance is claimed using a two prong approach. In order to claim attendance, the student must engage in learning for each day claimed ("daily engagement") and additionally must complete the learning that was assigned by the teacher of record for the given learning period ("time value of work product"). Each learning period, the Teacher will review the student's completed assignments and will assign the correlating amount of attendance that matches the student's daily engagement in an educational activity. The Teacher will assign learning and evaluate that learning based on the individual ability and needs of the student. The Teacher will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance purposes and in order to support the student in meeting or exceeding standards as well as achieving personal goals.

6) Serving At-Promise Students

Excel Academy holds at-promise youth in the highest regard. With passion and urgency the intervention program provides academic, social-emotional, and behavioral support and resources to uplift our at-promise youth. Our at-promise population is identified by schoolwide data (CAASPP, i-Ready, and literacy assessments), cumulative file reviews, and teacher referrals. They are swiftly placed into our schoolwide academic intervention program, where they are required to participate. Social-emotional learning is provided to TK-12 students in order to foster resilience, efficacy, and confidence. The academic progress and mental wellbeing of our at-promise youth is closely monitored by the ToR, intervention department staff, and counselors alike. The level of support is determined by the level of need as students are served in the appropriate tier of MTSS. Students may be referred to the SST, IEP, or 504 process as determined by information collected on the student. EACS collaborates with parents and families of at-promise students in a variety of ways; through School Site Council, Parent Advisory Committee and 1:1 support through school meetings. At Excel Academy, investing in the academic success and mental wellbeing of our at-promise population is of the highest importance and a space of great success for our school.

These students will be identified through past grades and state test scores, discussions with parents and previous counselors, Individualized Education Programs ("IEP"), writing samples, observation of student performance, and the results of diagnostic skills assessments that may be given to incoming students. Using this information, EACS teachers and counselors can create a pathway to success for each student. This involves not only appropriate course placement, but also accommodations and adaptations that teachers make to the curriculum and their approach to meet the needs of each individual student. Goal setting is also a priority during learning period ("LP") meetings to build self-efficacy.

Structural Elements and Strategic Responses for Raising Student Achievement Levels

To meet the challenges faced by struggling students, teachers offer continuous motivation and support, seek ways to engage students in meaningful learning, and work one-on-one with students and parents/guardians to ensure the educational plan is working to achieve the student's academic and social

emotional goals. These include individual student/teacher calls, teacher/parent phone/virtual video conferences, student study team phone/virtual conferences with parent/guardian, and in person meetings.

The flexible nature of our pacing and curriculum allow teachers to provide remediation, support, and additional challenge wherever it is needed during the year, proactively supporting students and addressing individual needs before more intensive intervention efforts are required.

While all students can benefit from the flexible pacing inherent in the Charter School's academic program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times.

The academic program will be designed around a wide variety of assignments that afford students varied ways to demonstrate mastery of content. These include, but are not limited to: verbal discussions, written and verbal course assignments, practice assignments, quizzes, journals, essays, creative writing papers, research projects, group projects, exams, reviews/case studies, and Teacher portfolios. Additionally, prep and/or remediation will be available to students in order to help them achieve proficiency on all CAASPP assessments.

Excel Academy uses a Multi-Tiered System of Supports ("MTSS") to ensure equitable access and opportunity for all students to achieve State standards.

Multi-Tiered System of Supports

Tier One (Prevention)

Universal access to high-quality, standards-based, core curriculum through differentiation and personalization is provided for each student. The wide array of options in terms of curriculum, instructional techniques, and instruction delivery (in-person, virtual, hybrid) truly acts as a multifaceted intervention that benefits each and every one of our students. EACS requires participation in school wide assessments, including a dyslexia screener, and provides school wide access to personalized lessons to fill in learning gaps. Social Emotional Learning is provided across grades TK-12 to increase student capacity as well as prevent mental health hardship and behavioral challenges.

Tier Two (Structured Intervention)

When students are not showing adequate progress, the intervention team analyzes data to determine the most appropriate academic intervention, such as online personalized lessons, 1:1 tutoring, or targeted small group instruction, where continual progress monitoring ensures student growth. When students need emotional support the following support is provided as appropriate: social emotional learning, small group counseling, and 1:1 counseling. During small group counseling students with similar struggles come together to learn coping strategies while receiving understanding and accountability from staff and peers alike. Regular and on-going collaboration between the parents, teacher, intervention and counseling departments ensures critical support and continual growth for each student at EACS.

Students who need a personalized plan to support academic, social-emotional, or behavioral challenges participate in the Student Success Team (SST) process. SST Facilitators meet with the parent, teacher, staff, and student (depending on the age) to identify barriers, share strategies, and set agreed upon goals. The SST Team reconvenes to assess the progress made towards those goals within 6-10 weeks.

Tier Three (Intensive Intervention)

Students with the highest level of need are supported through the IEP or 504 Plan process in compliance with state and federal law.

Core Components of MTSS at EACS:

- MTSS plays a vital role in creating a high achieving school as expressed in the following goals: 1) enables parent/guardians to teach students more effectively, 2) enables students to achieve standards, acquire academic and social competencies, become independent learners equipped for life's challenges, and 3) create a collaborative culture among all stakeholders.
 - All students receive high quality, standards based, culturally and linguistically relevant curriculum from teachers/parents, who have high academic and behavioral expectations. The EACS model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher work together to customize each student's educational plan including; curriculum, instructional techniques, instructional delivery, and learning environment. The teacher of record works with the parent/guardian to align the personalized educational plan to Common Core State Standards and ensures a high academic rigor and sufficient progress.
 - MTSS ensures continuous student improvement for students at all levels. A team of passionate and dedicated staff members collaborates to continually refine the supports and systems in place. This team regularly analyzes data to determine the impact of programs offered. Then, changes are made based on the findings.
 - EACS staff collaborate to integrate data collected from a variety of sources which includes; state tests, adaptive diagnostics, progress monitoring, pacing and assigned course work, work samples, and teacher observations. The diverse data is used to inform decisions about tiered support and student placement. Additionally, parent/guardian surveys are used to further continuous systemic improvement.
 - EACS staff work collaboratively with parent/guardians to assist in the development of proper behavior of the student in the learning environment. As the students are in a home-based learning environment, parents/guardians may experience behavioral issues that are negatively impacting the students' learning. The parent/guardian and teacher can brainstorm various behavior plans to help the student and parent/guardian. If the behavior needs more intense support, an SST is held to personalize and closely monitor a behavior plan for that student.
 - Similarly, the mental and emotional well-being of students at EACS is paramount. Social Emotional Learning (SEL) is provided across grade levels in Tier 1. When students continue to suffer they are supported through SST meetings, 1:1 school counseling, or referred for a 504 Plan or to the special education for evaluation. We also offer a care coordination service to assist families with connecting to licensed therapists or treatment when necessary.

The MTSS process is not a substitute for a 504 Plan, nor does it determine eligibility for 504 accommodations. As a result of the MTSS process, a referral may be made to the 504 team if they suspect that a student has a medical diagnosis that substantially limits or prohibits their participation in a major life activity. If a student has an existing 504 Plan, the teacher will follow the appropriate procedure listed in the Teacher Manual. The MTSS process addresses general education strategies and interventions in response to

a teacher/parent concern. It does not prevent or impede a direct referral to the SPED Department by a parent/guardian. It makes recommendations regarding the full continuum of interventions and services available at Excel Academy, including the provision of information to teachers and parents/guardians regarding the process of referring a student to the Special Education ("SPED") Department. It is important to recognize the general education ownership of this process, while equally important to emphasize that the MTSS process cannot be a substitute for special education services. Teachers will request a SST meeting when it becomes apparent that a student is not responding to standard teaching and the parent/guardian's attempt to implement different strategies independently has been unsuccessful. Once the teacher and parent/guardian have gone through both Tier 1 and Tier 2, and it has been determined that a student is at Tier 3, a meeting should be scheduled.

Student Success Team

The Student Success Team (SST) is a team of parents, teachers, staff members, and the student (as appropriate) led by an SST facilitator. The team meets to clarify challenges, develop strategies and assign interventions to assist an individual student with academic, social-emotional, and/or behavioral needs. The support provided is personalized for each student. Goals are established along with a clear system of accountability for progress. Follow-up meetings are scheduled as needed based on student progress towards their goals. All meetings are documented on an SST form which is signed by all parties. SST meetings can be requested by parents, teachers or school staff.

An SST is a Tier 2 (MTSS) general education function. A diverse type of students can benefit from an SST, including but not limited to those performing below grade-level, those performing above grade level, as well as students who are experiencing social-emotional and/or behavioral challenges.

Credit Recovery

EACS offers a credit recovery option for students. EACS credit recovery students have the potential to recover credits depending on how quickly courses are completed. Students receive personalized support from the School Counselor and/or teacher which includes weekly check-ins via email or phone, a credit recovery plan of courses the student needs to retake, and encouragement and pacing assistance to keep students moving through the courses. Teachers may provide students with recorded live sessions, tutoring, and any other support they need to be successful in their classes.

9) Plan for Students Who Are Academically High Achieving

The personalized education model of EACS is ideal for supporting students outside of the average range, which includes students who are high achieving. EACS offers individualized academic plans for high achieving students through curriculum/course selection and differentiated instruction. High achieving students are encouraged to combine acceleration with enrichment for a balanced program. Acceleration allows students to work through curriculum at a faster pace, while enrichment challenges students to cover standards with greater depth and complexity than average peers.

GATE - Gifted and Talented Program

The GATE program at Excel Academy provides specialized educational opportunities for 3rd-8th grade students who demonstrate exceptional abilities or potential in academics, creative pursuits, and/or

problem-solving. The program is designed to meet the specific learning needs of gifted and talented students, allowing them to develop their abilities to the fullest extent.

The GATE Program hosts in-person enrichment activities including STEM projects, field trips, and competitions. We recognize that gifted students often have unique social and emotional needs. The GATE program encourages the development of healthy peer relationships, supports students in coping with perfectionism and academic pressure, and fosters a sense of belonging with like-minded peers.

GATE testing is provided annually and participation is voluntary.

High achieving high school students, specifically, have many options for accelerating and going deeper into the curriculum. Students can take a rigorous course load through our honors and Advanced Placement (AP) courses. Additionally, high achieving students will have access to various community opportunities to further enhance their interests and studies such as CTE courses, community college concurrent enrollment courses, and other classes provided by our Content & Community Providers. These students will also be encouraged to participate in supplemental programs such as the National Honor Society. School counselors will offer guidance through the college process, from creating a four-year plan, to concurrent enrollment, and culminating in the college application process during senior year. Exceptional students who wish to accelerate through the curriculum and graduate early will have an opportunity to do so with secondary education leadership teacher approval.

10) Plan for English Learners

EACS crafted an English Learner Master Plan aimed at developing and executing a comprehensive strategy to cater to English Learner (EL) students, including Long Term English Learners ("LTEL") or those at risk of becoming Long Term English Learners ("AR-LTEL"). This plan is meticulously designed to address their needs, adhere to all state and federal mandates, and has a clear objective of transitioning students out of EL status, ultimately redesignating them as identified as Fluent English Proficient (RFEP). EACS will oversee the facilitation and proctoring of English Language Proficiency Assessments for California (ELPAC) testing through trained and qualified staff members. Collaborating closely with educators, EACS will deliver EL support within the general education framework as outlined in the charter's EL Master Plan (attached as Exhibit B). EACS is committed to meeting all relevant legal obligations concerning EL students, including parent/guardian notifications, student identification, placement procedures, program options, EL and core content instruction, teacher qualifications and training, reclassification processes, program effectiveness, and standardized testing mandates. Should the need arise, documents such as ELPAC testing correspondence, reclassification materials, and the Master Agreement will be translated for accessibility.

Identifying Students as English Learners

EACS will administer the home language survey upon a student's initial enrollment into the Charter School, if the student is new to California schools. If the student has attended a school elsewhere in California, EACS uses the initial home language survey. Students are targeted for ELPAC testing when the Home Language Survey, administered on enrollment forms, indicates that their primary home language is a language other than English. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012

California ELD Standards.

- All students identified as EL students via the home language survey will take the Initial ELPAC assessment within 30 calendar days of enrollment if they have not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

EACS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty (30) days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

- All EL students will take the Summative ELPAC summative assessment every year during the testing window until reclassified as fluent English proficient.
- Parents/guardians will be notified of ELPAC results within 30 days of when EACS receives the testing results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Criteria for Reclassifying EL Students

The following criteria are used in tandem to determine whether to reclassify a student as proficient in English ("RFEP"):

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Opinion and Consultation
- Smarter Balanced and/or local assessments can be used in determining student readiness for reclassification. When appropriate, EACS has additional reclassification criteria for EL students with significant cognitive disabilities.

Instruction for English Learners

EACS English Learners receive Structured English Immersion and designated small group virtual instruction. Mainstream curriculum and instruction is supported by Cross Cultural, Language, and Academic Development ("CLAD") certified teachers and includes vocabulary, visual, and thematic based support. EL students are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Our strategically selected curriculum and instructional methods provide students with scaffolded support as they access ELD Standards through modeling of speaking, listening skills, reading, and writing, as well as guided support, and independent practice. Our students are progress monitored through review of annual CAASPP and ELPAC data, in addition to frequent formative assessments administered during designated instruction time.. Local screening results are analyzed at least twice annually to check for progress.. Student assessment results and goals are shared with all stakeholders. English Learners not making adequate progress may be further supported through our Student Success Team or SpEd Team.

Criteria for Reclassifying EL Students as Reclassified as Fluent English Proficient

The results from the ELPAC SA are used as one of four criteria to determine if the student is ready to be reclassified, to help inform proper educational placement, and to report progress for accountability.

9) Plan for Special Education

EACS understands that the Charter School has the obligation to serve students with exceptional needs and that the Charter School, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education ("FAPE") in the least restrictive environment ("LRE"). The Charter School shall comply with all applicable state and federal laws in serving students with

disabilities, including, but not limited to, Section 504, the ADA, and the IDEA.

EACS is its own local educational agency ("LEA") and is a member of Sonoma County Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a). The Charter School shall provide the District evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan. A change in LEA status or SELPA membership shall not require a material revision of this charter.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Any and all policies and procedures that require additional personalization to reflect best practices regarding the implementation of state and federal laws will be reflected in a separate, Excel Academy board approved policy. These policies may serve as a supplement to those provided by the SELPA. Pursuant to Education Code Sections 47646 and 56145, the Charter School shall serve students with disabilities in the same manner as such students are served in other District schools, with the exception of program modifications required to provide these supports in the non-classroom based, independent study setting.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability.

The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors, provided that they meet criteria as a Non-Public Agency ("NPA").

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

EACS anticipates enrolling students with active Individualized Education Plans ("IEPs") or enrolling students who may require formal evaluation for consideration of appropriate eligibility, placement and services. EACS will work proactively and cooperatively with families and staff to adhere to state and federal mandates in identifying and serving students with unique educational needs related to a disability condition, including but not limited to completing assessments creating and updating support plans (e.g. Intervention plans, 504 Plans, and IEPs); and arranging for specialized services as provided by EACS staff, outside providers or by SELPA staff as appropriate. We will also ensure that:

- We employ admissions and enrollment practices that are non-discriminatory toward students with documented disabilities.
- Students with special education services are under the guidance of and receive support from appropriately credentialed EACS Special Education staff.
- Special Education Case Managers are supported to ensure that the staff working with students with IEPs are provided guidance and training related to fulfilling the requirements of IEP implementation.
- In working with Special Education students, EACS will ensure that the independent study setting is the least restrictive environment ("LRE") and the appropriate placement for the student to make progress, as required by law.
- EACS requests and obtains student's cumulative files and other documents in a timely fashion following enrollment.
- EACS reviews student assessment data, including but not limited to state-mandated testing and benchmark assessment in order to identify students who may be falling behind expectations in their academic progress and in need of intervention, additional support, or evaluation for special education services.

Services for Students under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students with IEPs enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent/guardian complaints, and maintaining the confidentiality of student records. Any and all policies and procedures that require additional personalization to reflect best practices regarding the implementation of state and federal laws will be reflected in a separate, Excel Academy board approved policy. These policies may serve as a supplement to those provided by the SELPA.

EACS agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to EACS' students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at EACS shall be delivered by individuals who are appropriately credentialed in the area of assigned services, or agencies who employ qualified staff to provide special education services as required by the California Education Code and the IDEA. EACS staff shall participate in District or SELPA in-service training relating to special education as assigned. Substitute providers who are not credentialed in special education may be utilized in accordance with Education Code regulations.

EACS shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, school psychologists, paraprofessionals, speech and language pathologists, and occupational therapists. EACS shall ensure that all special education staff hired or contracted by EACS are qualified and meet all legal requirements. EACS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to EACS students as appropriate.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

EACS has the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. EACS will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered and, where appropriate, utilized.

EACS will follow child-find procedures to identify all students who may require assessment to consider

special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students who are suspected of potentially having a disability condition under IDEA will be screened from already available data (i.e., state testing, local assessment, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. EACS shall follow the multi-tiered system of support to integrate supplemental instruction to students in areas of identified need to varying degrees. Both staff and parents/guardians will support student participation in this process to increase its effectiveness. If the process results in a determination that the plan is not sufficient to meet the student's needs or the student is identified as potentially presenting with a disabling condition, the student may be referred for services through the provisions of a Section 504 Plan, if appropriate. If a 504 plan is deemed insufficient or inappropriate, or the student may be referred for a formal special education assessment.

Special education and related services are provided at no cost to students or their families.

Referral and Assessment

EACS students who are referred for special education testing after admission to the school will be evaluated for supports using appropriate procedures and assessments by EACS staff or properly credentialed contracted agency staff. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, EACS will develop an IEP document outlining an offer of Free and Appropriate Public Education ("FAPE"). Students who meet eligibility criteria for a disability under IDEA and Ed Code will receive special education and/or related services in accordance with the resulting Individualized Education Plan. The services may or may not be supplied directly by EACS staff dependent on student needs, the terms of a Memorandum of Understanding ("MOU") between EACS and the District if any, and /or the availability of services which may be provided by outside agency-based providers..

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. EACS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. EACS shall obtain parent/guardian consent via formal Assessment Plan ("AP") in order to assess students for consideration of initial and/or continued special education eligibility.

IEP Meetings

EACS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. EACS plans and conducts the IEP team meetings and will designate staffing and other resources needed to implement the special education and related services called for by the IEP. EACS shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be receiving general education; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. EACS shall arrange for the attendance or participation of all other necessary staff that may include,

but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights Student progress toward the goals specified in the IEP are monitored regularly, shared with parents at least bi-annually, and formally reviewed by the IEP team annually at minimum.. Each student's IEP will reflect individualized accommodations, modifications, goals, and services. If the student's IEP team determines that the student requires placement outside of a general education classroom, EACS will provide the necessary placement and/or services. If the student requires services, supports, or an educational placement outside of the independent study setting; appropriate efforts will be made to locate and place the student in an educational setting that can provide support per their IEP. The instruction and supports outlined in each student's IEP will be delivered by personnel who are qualified and appropriately credentialed to do so.

IEP Development

EACS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. The Charter School shall provide assistive technology devices in compliance with Education Code Section 56040.3 if the IEP team determines that such access is necessary.

IEP Implementation

EACS shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, materials, virtual classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

EACS shall comply with Education Code Section 56325 with regard to students transferring with an active IEP within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll from another school district within the State, but outside of the SELPA within the same academic year, EACS shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP for a period not to exceed thirty (30) days, by which time EACS shall either adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into EACS from a district operated program under the same special education local plan area within the same academic year, EACS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and EACS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to EACS with an active IEP from outside of California during the same academic year, EACS shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parent/guardians, until an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code is completed and an IEP meeting held to review the results and discuss the determination of eligibility according to state of California regulations.

Non-Public Placements/Non-Public Agencies

EACS shall be solely responsible for selecting, contracting with, and overseeing all services provided via non-public schools ("NPS") and non-public agencies ("NPAs") used to serve special education students. EACS shall develop an independent MOU with each NPS to outline additional details of the relationship between EACS and the NPS, including but not limited to provisions regarding communication, oversight, rates of service and determination of continued student placement. EACS shall similarly develop an independent contract with each NPA that is utilized to provide services to students.

Non-Discrimination

It is understood and agreed that all children shall have access to EACS and no student shall be denied admission nor counseled out of moving forward with enrollment due to the nature, extent, or severity of the student's disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Concerns or disagreements raised by parents/guardians regarding their student's IEP will be acknowledged by EACS within fifteen calendar days. EACS will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement or will propose the scheduling of an IEP meeting to address parent concerns if appropriate. If a disagreement or concern persists, parents or guardians have the right to either request alternative dispute resolution ("ADR") or to initiate a due process hearing through the Special Education Unit of the Office of Administrative Hearings to challenge a decision regarding the identification, evaluation, or educational placement of their child. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

EACS acknowledges its responsibility to resolve disputes or respond to due process complaints arising as a result of EACS's alleged failure to provide FAPE to students enrolled in the charter school. EACS may also initiate ADR, mediation, or a request for a due process hearing with respect to a student enrolled in EACS with an IEP if it determines such action is legally necessary or advisable.

SELPA Representation

EACS understands that it shall represent itself at all SELPA meetings.

Funding

EACS understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act/ADA

EACS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EACS. EACS is committed to protecting all students from discrimination under state and federal law. EACS will ensure all students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such an impairment, or are regarded as having such an impairment, are eligible for protections under Section 504 and the Americans with Disabilities Act. EACS will provide a free appropriate public education ("FAPE") to those students through the creation and implementation of a Section 504 Plan. EACS shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of EACS shall be accessible for all students with disabilities in accordance with the ADA.

The 504 Plan Process: A 504 team will be assembled by the 504 Coordinator, as needed and will include the parent/guardian, the ToR, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, accommodations, and the legal requirements for least restrictive environment.

The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

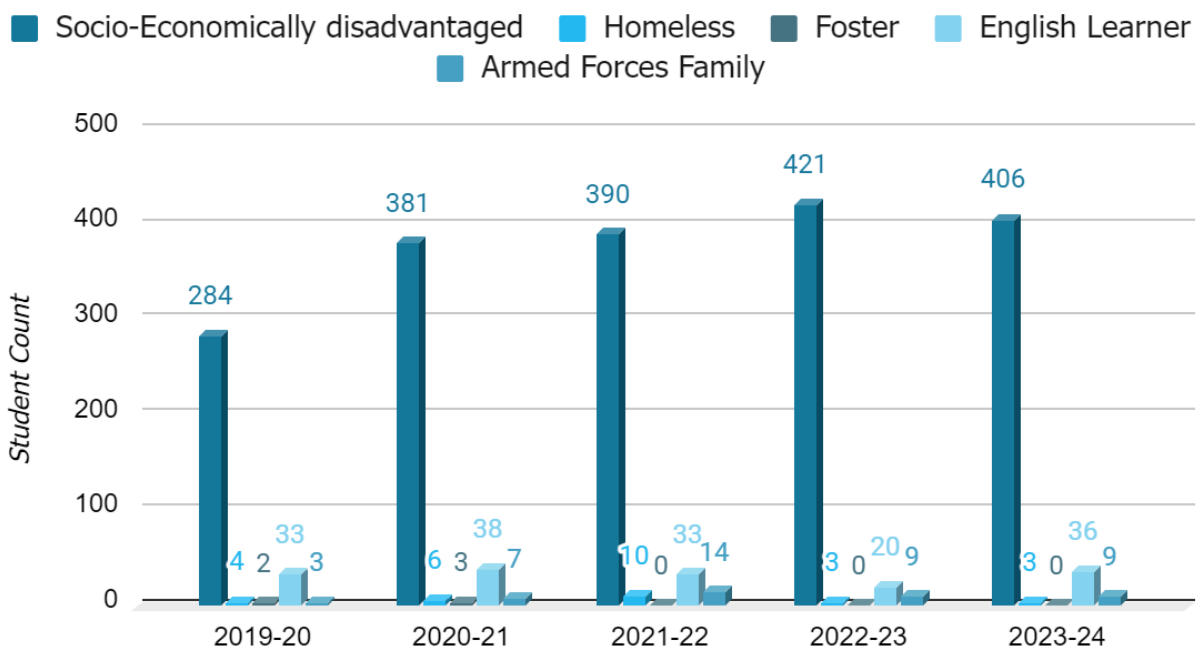
If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a FAPE.

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the EACS professional staff. The parents or guardians shall be invited to participate in 504 team meetings where program accommodations, modifications or services for the student will be determined and they will be given an opportunity to examine in advance all relevant records. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the least restrictive environment, with students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, and continued eligibility or readiness to discontinue the 504 Plan.

Title 1 Students

Title 1 Students



10) Achievement of All Students

We will improve the academic achievement of all at-promise students including homeless and foster youth, ethnic subgroups, socioeconomically disadvantaged youth, English learners and students with disabilities. This can be accomplished through identification, effective instruction, data analysis, and personalized support. We will implement the following continuous process to ensure goals are met:

Identification

Our at-promise students will be identified by a designated school official with a legitimate educational interest whose job it is to fulfill this obligation. The school official will employ various methods including registration paperwork, cumulative file review, CALPADS, relevant staff/parent communication, and analysis of academic performance. We will calibrate multiple local assessments with state assessment results to identify students with academic needs. Staff assigned to at-promise students will regularly communicate with each other and with families to ensure student needs are met with an equal opportunity for participation in all school learning and activities.

Instruction

Excel Academy Charter School will provide research-based programs and targeted intervention instruction for all students who qualify based on the above identification system. Students will receive a personalized instructional pathway for intervention. This may include an online targeted intervention program, small group virtual instruction, tutoring, and/or test preparation. The Intervention Department Staff will communicate with parents regularly to provide progress updates.

Progress Monitoring

All at-promise student data will be analyzed to monitor progress at least twice each school year. Students supported academically through our Intervention Department Small Group Virtual Instruction will receive more frequent progress monitoring. Student goals will be communicated to all relevant staff members and their families.

Additional Support

Students with further instructional needs and/or other barriers to learning will be supported through our Student Success Team and/or Special Education Team. We collaborate and communicate with families to provide personalized interventions and resources that target specific areas of student need.

Professional Development

We will continue to develop professionally through webinars, attending educational conferences, reading, researching, and collaboration so we can be well-versed in supporting the needs of our at-promise students. School leaders will provide training and resources to all staff members in areas regarding our at-promise students.

11) Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, to achieve the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://excelacademy.education/accountability/local-control-and-accountability-plan-lcap> and as Exhibit A. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable student outcomes identified for use by the charter school. "student outcomes," for purposes of this part, means the extent to which all students of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Student outcomes shall include outcomes that address increases in student academic achievement both school-wide and for all groups of students served by the charter school, as that term is defined in subdivision (a) of Section 52052. The student outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." – California Education Code Section 47605(c)(5)(B)

<i>Tool - Assessments</i>	<i>Purpose - Track student progress</i>	<i>Who and How - Student score reports/ Analysis by Assessment/ Intervention Department</i>	<i>Data Management System/ Assessment Department</i>
<p>Baseline - Fall</p> <p>iReady Diagnostic Benchmark Assessment (ELA and Math)</p> <p>Initial ELPAC Assessment - Alternate ELPAC (when required)</p>	<p>i-Ready</p> <ul style="list-style-type: none"> Evaluate student grade level placement, flagged for interventions "What I Need" (WIN) Intervention - monitoring of assignment completion and progress <p>Initial ELPAC - Assign ELD Program placement - strengthen language acquisition</p>	<p>i-Ready</p> <ul style="list-style-type: none"> Grades K-11 test in September - proctored by teachers Analyzed by Assessment and Intervention Departments <p>Initial ELPAC - test within 30 days of enrollment</p> <ul style="list-style-type: none"> Students flagged based on Home Language Survey - Proctored by Assessment Department - Score Reports analyzed by Assessment Department Required ELD Curriculum provided by the Intervention Department 	<ul style="list-style-type: none"> → School Pathways → i-Ready - Curriculum Associates → Parsec Education → Excel → State Reporting → Assessment Team
<p>Interim - Winter</p> <p>iReady Diagnostic Benchmark Assessment (ELA and Math)</p> <p>Initial ELPAC Assessment - Alternate ELPAC (when required)</p>	<p>i-Ready</p> <ul style="list-style-type: none"> Evaluate student progress "What I Need" (WIN) Intervention - students at grade level exit WIN program Effectiveness and direction of MTSS <p>Initial ELPAC - Monitor assignment completion and progress, provide</p>	<p>i-Ready</p> <ul style="list-style-type: none"> WIN students in grades K-11 test in December - proctored by teachers Analyzed by Assessment and Intervention Departments <p>Initial ELPAC - test within 30 days of enrollment</p> <ul style="list-style-type: none"> Students flagged based on Home Language Survey - Proctored by Assessment Department - 	<ul style="list-style-type: none"> → School Pathways → i-Ready - Curriculum Associates → Parsec Education → Excel → State Reporting → Assessment Team

	support	Score Reports analyzed by Assessment Department <ul style="list-style-type: none"> Required ELD curriculum provided by the Intervention Department 	
Summative - Spring iReady Diagnostic Benchmark Assessment (ELA and Math) Initial/Summative ELPAC Assessments - Alternate ELPAC (when required) CAASPP (ELA and Math) - CAA (when required)	i-Ready <ul style="list-style-type: none"> Evaluate student progress "What I Need" (WIN) Intervention - students at grade level exit WIN program Effectiveness and direction of MTSS End of year (EOY) math and ELA proficiency levels - evaluate if meeting grade level expectations CAASPP/CAA <ul style="list-style-type: none"> Develop a plan for following school year Use score reports to direct student academic plan 	i-Ready <ul style="list-style-type: none"> Grades K-11 test in March Effectiveness and direction of MTSS Analyzed by Assessment and Intervention Departments Summative ELPAC - test in March through May CAASPP/CAA <ul style="list-style-type: none"> Test in April/May - Evaluate individual student and school growth - by subgroups Make informed decisions for the next school year - Assessment/ Intervention/ Education Departments 	<ul style="list-style-type: none"> School Pathways i-Ready - Curriculum Associates Parsec Education Excel State Reporting Assessment Team

Student Learning Outcomes

To meet the demands of the 21st century, EACS students will be:

Self-directed, critical thinkers who...

1. Produce quality work through multiple modalities
 2. Organize and manage time efficiently
 3. Demonstrate competency in active listening, reading, speaking and writing
 4. Devise solutions in academic and real-world situations using higher-order thinking skills
 5. Exhibit in-depth knowledge across disciplines
- Reflect on and analyze learning experiences

Resourceful, Lifelong Learners who...

1. Communicate effectively
2. Utilize personalization and a growth mindset to pursue individual passions and interests
3. Solve problems independently and collaboratively
4. Create and pursue personal, academic, and professional goals
5. Express ideas and information confidently and creatively

6. Employ technology to complement their knowledge

Respectful, Responsible Citizens who...

1. Demonstrate college and career readiness upon high school graduation
 2. Possess personal integrity and take responsibility for decisions and actions
 3. Model respect for diverse cultures
 4. Contribute as leaders within their community
 5. Display a commitment to service
- Develop a sense of personal accountability and dedication

EACS's schoolwide goals aim to promote real-world application of academic instruction and content to bring curriculum to life for our students. Students are encouraged to think critically about subject matter and how it might relate to a larger community as well as global issues facing our world today. By nature of our independent study school and through the support of our fully credentialed teachers and staff, students quickly learn to self-monitor and set goals to accomplish the various tasks assigned in their courses. Combined with the robust curriculum offerings, EACS encourages the pursuit of academic achievement by supporting the growth of all students to become creative and complex thinkers, effective communicators, community/global citizens, and empowered, independent thinkers. These goals are measured through local and state assessments, informal assessments at learning period meetings, parent/student/teacher survey responses, and informal observations.

High School Graduation Requirements

EACS's graduation requirements emphasize the traditional university preparatory courses of English, mathematics, science, social science, language other than English, visual and performing arts, and electives; however, these courses will be provided in a manner that challenges each student to think beyond the subject matter that is being presented and continually place new information in the context of their own knowledge base. EACS's graduation requirements meet California Education Code requirements for students in traditional public schools.

EACS will configure its minimum course completion requirements and its credit award policy so as to fulfill the high school graduation requirements applicable for students in traditional public schools. The Charter School will require completion of the following, at a minimum:

- Four year-long courses in English (English I, II, III, IV)
- Two year-long courses in mathematics - Algebra 1 or higher in one course
- Two year-long courses in science with lab - one course in life science, one in a physical science
- Three year-long courses in social studies (including United States history; world history; a one-semester course in American government, and a one-semester course in economics)
- One year-long course in visual or performing arts or language other than English, or Career and Technical Education (CTE)
- Two year-long courses in physical education
- One Semester Ethnic Studies
- Fifteen 5 unit courses of elective credits

* At least one course of the mathematics requirement shall be fulfilled by completion of Algebra I coursework.

** Students will be advised that minimum graduation requirements do not meet UC entrance requirements.

Credit and Graduation Requirements

EACS awards five credits per course, per semester. 220 credits are required to graduate. Students are eligible for a diploma when all requirements have been met. Diploma requirements are as follows:

GRADUATION REQUIREMENTS	CREDITS
<i>Required</i>	
English	40
Mathematics	20
Science	20
History	30
VAPA / World Language / CTE	10
Physical Education	20
Ethnic Studies	5
Electives	75

EACS offers additional options for high school completion to students of protected status according to applicable legal requirements... This includes, but is not limited to, a Certificate of Completion and an Alternative Diploma Pathway for students with disabilities pursuant to Education Code Sections 51255.31 and 56390.

ELEMENT 3: METHODS OF MEASURING

PUPIL OUTCOMES

Governing Law: The method by which student progress in meeting those student outcomes is measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. – California Education Code Section 47605(b)(5)(C)

1) Methods of Assessment

EACS, like other charter and non-charter public schools, will adhere to the tenets of the state accountability system. Using data from the statewide assessments and local assessments, EACS will discern which numerically significant subgroups are not achieving growth target goals. Students identified as needing support to achieve proficient or advanced levels of achievement on assessments will receive additional individualized assistance, and, where appropriate, tutoring, remedial instruction, and other intensive interventions. To the extent practicable, the method for measuring student outcomes for the eight State Priorities shall be consistent with the way information is reported on a school accountability report card as required by Education Code Section 47605(c)(5)(C).

Academic performance is assessed through graded lesson assignments, unit and module assignments, unit tests, course final exams, teacher observation, local assessments, corresponding lessons and annual statewide testing to include grade-specific CAASPP and California Science Test (“CAST”) for all students. Annual ELPAC assessments will be reviewed for designated English Learner students, and annual progress towards IEP goals will be analyzed and updated for special education students.

Repeating a Course

Students may repeat courses if they earned a grade of D or F. While the previous lower grade and credits will be excluded from the grade point average (GPA) calculation, the class with the lower grade will remain on the transcript. The higher of the two grades will be counted toward the cumulative GPA. There is no limit to the number of times a student may repeat the same course in which they earned a D or F. There is no limit to the number of courses students may repeat. Courses that have earned a grade of C or better cannot be repeated for higher GPA. Repeated courses will be indicated on the transcript /r/.

Students earning a D in any course who wish to improve their grade may repeat the course.

Students earning an F in a core course required for graduation must repeat the course.

Students earning an F in a non-core course required for graduation are not obligated to repeat the course as long as the minimum number of credits have been met for graduation.

Transfer Credits

Transfer grades and credits received from previous schools/programs will be accepted and applied as needed to meet Excel Academy's graduation requirements. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits.

Transcripts

Official transcripts should be requested from the registrar at least two weeks prior to deadlines.

Grade Level

Elementary and middle school students in TK-8 are assigned a grade level based on the year of TK or K entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits in hopes that the student will graduate with his or her cohort. In the event that a student does not graduate with their cohort,

EACS will provide the student with an opportunity to continue their education, as long as they are continuously enrolled in public school and making satisfactory progress towards a diploma, pursuant to Education Code Section 47612(b).

Verified Data Assessments

Each year, students are administered a verified data assessment called i-Ready, which is a diagnostic benchmark assessment in reading and math. All kindergarten through eleventh grade students are required to take the local assessment in the fall and spring. Students who are performing below grade level based on the i-Ready score reports and are in the WIN intervention program, have the opportunity to take the i-Ready assessments in the winter to show progress across the reading and math domains.

i-Ready provides data-driven insight that parent/guardians, teachers and administrators need to determine exactly where to focus instruction to ensure all students are on track to meet rigorous academic expectations and to succeed on state assessments. Parents/guardians are provided a student profile which is a detailed developmental analysis of the student's overall placement across grade levels and acts as a helpful tool for instruction. The state standards-based data provided by i-Ready is necessary for meeting state and charter needs. Students who complete the benchmark assessments are automatically provided individualized lessons focusing on gaps in learning and areas of concern within the reading and math domains.

Final Examinations - Middle School and High School Students

Middle school and high school students enrolled in EACS taking specific online courses are responsible for taking final exams that are monitored and proctored by approved staff to ensure that all assessments are

taken properly.

Standardized State Testing (CAASPP, CAST, ELPAC, PFT)

All students enrolled in EACS are expected to attend mandatory state testing as appropriate for their individual grade levels which include the Initial and/or Summative English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP) which consists of the following assessments: Smarter Balanced English language arts/literacy (ELA) and mathematics, and California Science Test (CAST), and the Physical Fitness Test (PFT) CAASPP Smarter Balanced ELA and math assessments are administered to grades 3-8 and 11. The CAST assessment is administered to students in grades 5 and 8, and high school grade levels determined by the state. The PFT is administered to students in grades 5, 7, and 9. The Initial ELPAC assessment is administered to all students in grades Tk-12 whose primary language is not English as indicated by the Home Language Survey for initial identification of students as English Learners within the first thirty days of enrollment. EL students are given the Summative ELPAC assessment every spring until they are RFEP. As determined by the IEP team, students with significant cognitive disabilities are assigned the Initial and/or Summative Alternate ELPAC assessments in place of the standard ELPAC, as well as the California Alternate Assessment (CAA) in place of the CAASPP assessments (ELA, math, and science). Students are monitored multiple times throughout the year with baseline formative and summative assessments to ensure they are making progress and are provided the necessary resources and support to meet or exceed grade level standards.

Learning Period (LP) Meetings

LP meetings are an important component of the plan to assess student progress. LP meetings are a time when the Teacher spends one-on-one time interacting with the student and reviewing the student's body of work. During this meeting, the Teacher documents student progress toward the measurable student goals and indicates the standards in which the student made progress. This progress is documented in the SIS. Also during this meeting, the teacher collects work samples which are used as authentic evidence of the student's abilities and progress. These samples are uploaded and stored within the SIS. The teacher also ensures that an appropriate amount of progress was made by the student for the number of days the student was awarded attendance and supports the parent/guardian in planning out the next learning period's assignments.

Teachers check in with families after the LP meetings to recap the discussions and information presented at the meeting. In addition, teachers reach out to their students and parent/guardians weekly to see how they are doing based on discussions and goals set at each LP meeting. Students who are taking online high school classes are closely monitored by their teachers.

Teachers refer to the high school rubrics that have been created to evaluate each student's high school work. Teachers work closely with the students and parent/guardians to make sure work is differentiated, and to ensure they are seeing different types of work samples at each LP meeting. The pacing guides that have been created are a valuable tool for teachers, students, and parents/guardians to utilize as needed to help monitor progress and help students stay on task.

Work Samples (Daily Assignments, Tests, Quizzes), Portfolios, and Projects

EACS encourages students to show mastery of standards and content through quantitative and qualitative measures. In addition to analysis of tests and quizzes, student work products are a basis for formative assessment. While EACS frequently uses quizzes and tests to express achievement, work samples, electronic student portfolios, and projects allow students to explore content in a deeper, richer context. All work samples, portfolios, and projects that are collected at monthly LP meetings are expected to be high quality, and include student's original work and writing.

The i-Ready lessons provided are aligned to the State Standards and meet grade level expectations. The results from the assessments and lessons assist the teacher and parent/guardians in providing additional support, curriculum, and resources to help students continue to progress. Teachers have the ability to adjust and modify lessons to fit the needs of their students. When teachers see that students need additional support in specific domains, they have the ability to pull lessons to present to the students and parents/guardians. The i-Ready Reading and Math Tools for Instruction include detailed teaching instructions, lessons, and activities or graphic organizers for parent/guardians and students to utilize.

High school students complete weekly/monthly quizzes, tests, and semester finals as required through their Customized Instruction Course outline or by their online approved teacher. Some examples of these assessments are: unit tests, research reports, critical analysis essays, lab reports, short stories, plays, lap books, and pictures and reflections on field trips, participation in theater/voice performances, and community service trips. Work must be graded and commented on by parent/guardian and/or teacher with the oversight of the teacher. Student performance is evaluated through these samples which are used to measure and observe progress and verify attendance.

Report Cards

At EACS, transitional kindergarten through fifth grade students are graded based on a 4 - 1 scale that provides the teacher and the parent/guardians a clear understanding of student performance and growth. Students in grades 6 through 12 earn grades using the standard A-F scale, and they are specific to the grading scale. Report cards are provided to students at the conclusion of the first and second semesters of school.

2) Use and Reporting of Data Collecting, Analyzing, and Utilizing Data

School-wide state assessment results are disaggregated and analyzed, and results are synthesized and shared with all stakeholders in a public board meeting. Individual results (CAASPP, CAST, PFT, ELPAC) are electronically shared with families, while summary results are analyzed by administration. Teachers review student score reports with students and parents/guardians, so that students are given an opportunity to see how they performed, have the results explained to them, and have conversations about strengths, weaknesses, college and/or career readiness, and what these scores mean to the student personally. ToRs provide individual student feedback regarding state assessments to parents/guardians during the LP meeting.

The Charter School relies on the robust data collection and reporting abilities inherent in the student information system and local assessment interfaces. The web-based SIS stores comprehensive data about

students, instructors, courses, applications, and enrollments in a single database, enabling educators to quickly retrieve information and create custom reports. Charter School faculty has access to reports that detail students' progress and challenges and can take advantage of a variety of automated interventions to help keep students on track.

The current local assessment, i-Ready, yields easy to use reporting and ongoing progress monitoring which provide parents/guardians and teachers with real-time insights for each student. Using advanced technology, the platform dynamically adapts based on student response patterns, which allows the assessment to be more accurate and efficient in pinpointing students' needs as compared to traditional fixed-form tests.

More specifically, as the diagnostic adapts, it provides easier or harder questions depending on students' answers to previous questions. By adapting across the grades, the diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for teachers and parents/guardians in providing differentiated instruction, for identifying gaps spanning back multiple years, or determining where students are ready for further challenges.

Based on the diagnostic results, i-Ready automatically provides access to individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers and parents/guardians with a detailed action plan for individual instruction, as well as the tools needed to deliver that instruction.

These data, mechanisms, and intervention procedures are used by teachers to assess each student's needs and deploy appropriate modifications. Teachers adjust and enhance course content with a variety of student assignments, projects, and assessments, each created to address different learning styles, levels of challenge, or student needs. In addition, teachers may adjust curriculum, materials, and services in order to ensure students are maximizing their potential.

Reporting Data to Stakeholders

EACS will provide requested reports to the District and Board as needed. Individual results from the Initial and Summative ELPAC, CAASPP, and PFT are electronically shared and accessed through our parent portal in School Pathways.

During an LP meeting, EACS teachers individually review student score reports with students and parent/guardians, so that students are given an opportunity to see how they performed, have the results explained to them, and have conversations about strengths, weaknesses, college and career readiness, and what these scores mean to the student personally.

Like other public schools, EACS annual performance will be shared with the community via the state's School Accountability Report Card (SARC), which is then published and available online at the California Department of Education website.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parental involvement – Education Code Section 47605(b)(5)(D)

Excel Academy Charter School is a directly funded independent charter school, and is operated by Excel Academy Charter Schools, a California tax-exempt 501(c)(3) nonprofit public benefit corporation, pursuant to California law.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

EACS has received its full tax-exempt status from the federal and California state governments, under the federal Internal Revenue Code Section 501(c)(3) and the companion California state tax laws and regulations. See Exhibits for copies of the Articles of Incorporation, corporate bylaws, and Conflict of Interest Code, and see Exhibit D for copies of the Tax ID information and non

profit tax exempt status documentation. EACS will be governed by a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the Charter School's mission.

Governance Structure

EACS will be governed by the EACS Board of Directors in accordance with its adopted bylaws, as subsequently amended pursuant to the bylaws, which shall be consistent with the terms of this charter. The bylaws will be the primary policy document dictating board practices and operations. The bylaws will explicitly delineate the procedure for election and appointment, removal and vacancy of Board of Directors and policies and procedures for conducting board meetings and general board operations.

The Board shall have no fewer than five (5) and no more than nine (9) directors. All directors shall be designated by the existing Board. All directors are to be designated at the corporation's annual meeting of the Board.

To establish continuity and sustainability for the new charter school, initial Board members shall each serve a fixed five-year term. In EACS's fifth year of operation governing board members will be elected to one, two, and three-year terms, as determined by the then seated Board, consistent with the bylaws. All Board members, thereafter, will be elected to serve three-year terms.

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the EACS Board. If the District chooses to do so, Excel may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Meetings

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School.

Board of Directors' Duties

EACS's governance responsibilities will primarily be divided between the Board and the Executive Director. The Executive Director and faculty will carry out the day-to-day operations of the Charter School, with the Executive Director having primary responsibility to conduct and manage the daily operations. The Board will set policy, approve the budget, and assure that the Charter School maintains high academic standards. The EACS Board shall have ultimate responsibility to oversee the operation and activities of the Charter School.

The Board's major roles and responsibilities will include:

1. Executing all applicable responsibilities provided for in the California Corporations Code;
2. Establishing and approving all major educational and operational policies.
3. Approving all major contracts.
4. Approving the Charter School's annual budget and budget revisions and overseeing the Charter School's fiscal affairs.
5. Hearing expulsion recommendations at scheduled Board of Directors meetings.
6. Evaluating the Executive Director who oversees the day-to-day operations of the Charter School and implementing the policy direction of the Board.
7. Developing annual goals for the Charter School and long range plans with input from the Executive Director, teachers, and parent advisory council members.
8. Receiving reports from, and providing recommendations to the Executive Director relative to long-term strategic planning.
9. Assessing EACS's goals, objectives, academic achievements/student progress, financial status, and any need for redirection.
10. Evaluating Charter School and student performance.
11. Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
12. Approving the annual independent fiscal audit.
13. Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration.

The Board of Directors is responsible for the accountability requirements established by the California Charter Schools Act of 1992 and the charter itself. One of the Board's primary responsibilities is to ensure that EACS is meeting annual accountability targets. The Board of Directors will routinely evaluate the academic, financial, and legal/compliance health of the Charter School.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors objective is to develop a LCAP and an annual update to the LCAP that demonstrates measurable annual progress toward meeting the Charter School's high standards for student success, and to oversee the implementation of that plan by the Charter School's Executive Director.

Board Training and Sustainability

EACS founders and Board members are committed to continuous improvement and ongoing training to assist the Board in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the EACS Board will receive trainings and educational opportunities to more effectively govern EACS's operations on topics including Conflict of Interest, the Brown Act, fiscal responsibility, ethics, and governance.

The Charter School will maintain in effect general liability and board errors and omissions insurance policies. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Exhibit C.

Parental Involvement

EACS believes that active parent/guardian participation in Charter School operations and governance helps foster a public school's long-term sustainability as a successful program. EACS will encourage parent/guardian involvement and will ensure that all faculty practice open communication to enable every parent/guardian to take an active role in the academic and social progress of their enrolled child as well as in the direction and governance of the Charter School. EACS will, on a regular basis, consult with parents/guardians regarding the Charter School's educational programs.

EACS will establish an advisory council that may be composed of parent/guardians, students, certificated staff, and classified staff. The advisory council will play an important role in making EACS a school that is responsive to staff's, student's, and parent/guardians' needs, and will provide for continual improvement. The advisory council will meet regularly and function to address and make recommendations to the Executive Director regarding specific areas of Charter School operations.

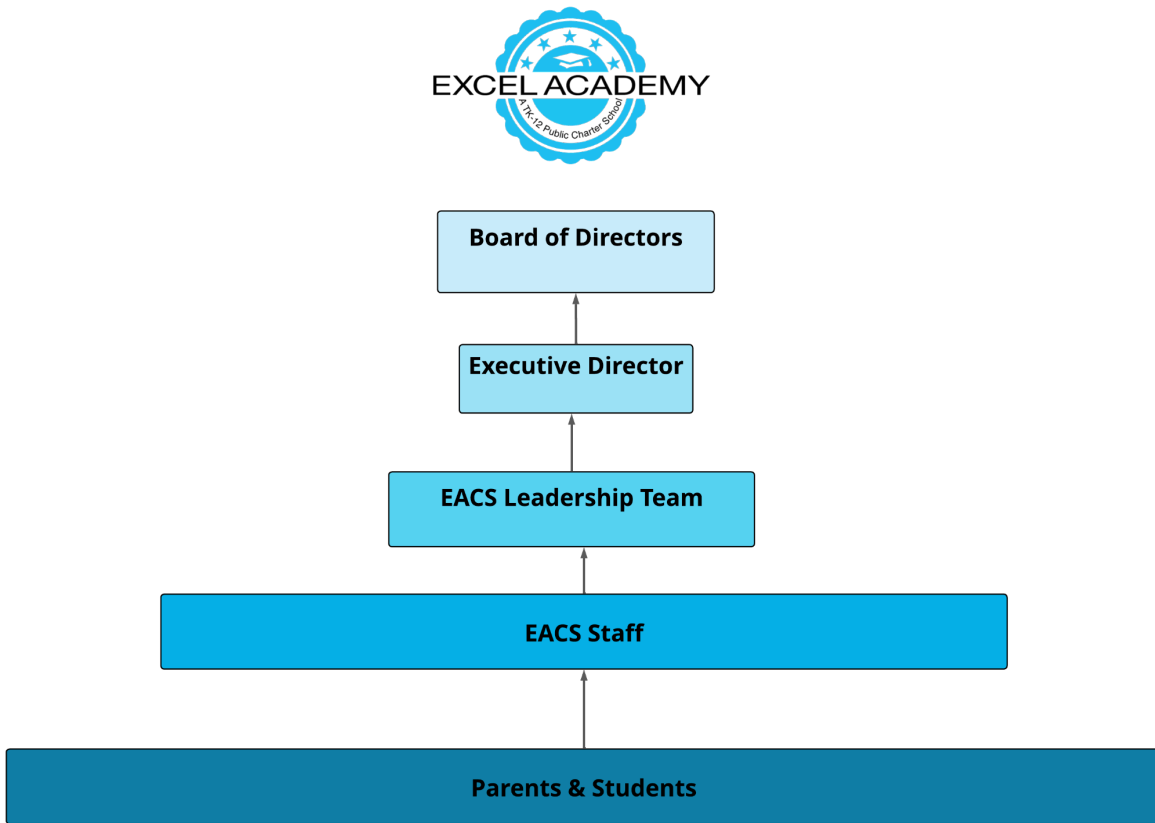
The EACS academic model requires frequent outreach to parents/guardians and easy accessibility to faculty. Parents/guardians will receive various email notifications regarding their child's pace and progress, and all

parents/guardians will have at least monthly contact with their student’s academic team.

Parents/guardians may be surveyed at least once a year to determine their satisfaction levels with the Charter School with respect to open governance, curriculum, instructional design and delivery methods, achievement of performance objectives, and other metrics that factor into the Charter School’s governance and accountability.

These multiple reporting mechanisms, combined with the availability of faculty to parent/guardians during and beyond normal business hours, are designed to keep parent/guardians apprised, informed, and involved. This puts parents/guardians in a position to influence school decisions affecting their child.

The forum for major Charter School decisions will be public meetings of the Board. EACS will post Board agendas on its website in compliance with the Brown Act, so parents/guardians will have the opportunity to share concerns and provide written and oral testimony regarding decisions pending before the Board.



ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. – Education Code Section 47605(b)(5)(E)

A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in [an independent study assignment], provided that the assignment of a teacher to a position for which qualifications are prescribed, by this section shall be made only with the consent of the teacher. – Education Code Section 44865(k).

EACS is dedicated to hiring exemplary staff who are committed to its mission, vision and values. All administrators, faculty, and staff members to be employed by EACS must possess the titles, qualifications, knowledge base, background, expertise and experience essential to successfully fulfill their responsibilities as determined by the EACS's Board, and Executive Director. EACS will ensure that all applicable legal requirements are met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each certificated employee at the Charter School will meet the applicable state licensing and/or credentialing requirements. For all positions, certificated and non-certificated, the employee, at minimum needs to satisfactorily meet the performance specifications EACS requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by Excel's Board of Directors and Executive Director.

EACS is an equal opportunity employer and does not discriminate against individuals based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. The Charter School prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. Excel Academy complies with the ADA to ensure equal access to all qualified individuals with a disability. Background checks are conducted on all prospective new hires.

Recruitment and Hiring Plan

EACS seeks to recruit and hire a diverse faculty composed of highly effective teachers, and highly skilled professionals who express an understanding of and support for our mission and student population; in accordance with ESSA we ensure all job descriptions indicate knowledge of requirements. We will achieve this goal by recruiting and compensating our faculty and staff based on their ability to meet the needs of our school as outlined in our hiring and evaluation rubric. The rubric will contain qualifications and criteria directly aligned to the qualities we believe are essential for effective teaching and learning within EACS, as

outlined in Element I of this charter petition.

All applicants will participate in a robust interview process that includes steps to ensure all participating Executive team members can thoroughly assess the experience and capabilities of the applicant. Each recruitment initiative is aligned based on targeted plans that both align with the budgets and educational programs

The Director of Human Resources will prepare and recommend to the Charter School Board for approval, salary and benefit levels, working conditions and work year characteristics (e.g. length of year and day and vacation policies) for all employees that will allow Charter School to attract and retain the caliber of employees necessary for the Charter School's success.

Faculty and Staff Qualifications

EACS has a highly specified set of qualities it will require of its teaching faculty. Pursuant to the Every Student Succeeds Act, charter schools are free to design personnel systems and hire staff that meet the unique needs of the charter school. All teachers and paraprofessionals at EACS will meet applicable state certification and licensure requirements. EACS will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment in accordance with Education Code Section 47605(l). EACS may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a Board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. The Charter School shall ensure that all paraprofessionals employed by the Charter School shall meet all applicable requirements under Education Code Section 45330.

EACS will report to the CTC any change in a certificated employee's employment status as a result of an allegation of misconduct or while an allegation of misconduct is pending, pursuant to Education Code Section 44030.5.

As required under Education Code Section 48000(g)(4), and subject to any future amendments, all teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must possess at least one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the Charter School, professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development.
- A child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The teacher is responsible for implementing appropriate strategies that assist each student in achieving his/her academic potential while also providing superior customer service to all internal and external customers.

Typical activities for the teacher may include:

- Evaluate student work as prescribed by EACS's grading policy, and provide feedback on

assignments, in which students are encouraged to be actively engaged in the learning process.

- Contribute to a climate where students are actively engaged in meaningful learning experiences.
- Work with the leadership team and other EACS teachers to produce learning experiences suited to the grade level and to the student developmental level that will enhance student achievement.
- Communicate in a professional manner.
- Award and update student attendance in the student information system.
- Model professional and ethical standards when dealing with students, parents/guardians and community.
- Meet established deadlines.
- Conform with and abide by EACS work procedures and instructions, and EACS regulations and policies.
- Attend IEP meetings and complete necessary documentation.
- When requested, participate in student and parent/guardian conferences, marketing events and proctor exams.
- Participate in committees and organizations as needed.
- Maintain effective and efficient records.
- Implement curriculum using activities that contribute to a climate where students are actively engaged in meaningful learning experiences and be available to assist students in-person or via phone, email and instant message.
- Identify, select, and modify instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs.
- Approach situations with a student-centered attitude and flexibility that promotes student success.
- Partake in professional development opportunities.

Administrative and Non-Instructional Staff

The Charter School will seek administrative and operational staff members who have demonstrated experience or expertise in the issues and work tasks required of them. They will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws appropriate for their position within the Charter School as outlined in the school's staffing plan and the Charter School's adopted personnel policies. *See Exhibit C for administrative job descriptions for key positions and their requisite qualifications.*

General Requirements, Hiring and Performance Review

Prior to employment, each employee will submit to a criminal background check as required by Education Code Section 44237. Prior to beginning work, all employees will be required to undergo a criminal background check prior to hiring through a LiveScan fingerprint process secured by the California Department of Justice and, if classified, the Federal Bureau of Investigation. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities. The Charter School will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. If the Charter School contracts with an entity for specified services, the Charter School will verify that any employee of that entity who will have contact with students, outside of the immediate supervision and control of the student's parent or guardian or a Charter School Employee, has had a valid criminal background check.

Employees must furnish proof of documents establishing legal employment status. The Executive Director and/or administrative designee will be responsible for monitoring and maintaining documentation of

medical and criminal investigation clearances, as required by California and federal laws.

The Executive Director will have the authority to recruit and interview candidates and make hiring recommendations to the Board for approval.

The Executive Director and/or designee will have the responsibility of evaluating the performance of the teaching and administrative staff, and to review the results of the performance reviews with the Board. The EACS Board of Directors has the right, if it so chooses, to review these performance reviews before they are delivered to the staff members.

The Executive Director, with input from the EACS Board as applicable, will determine the criteria by which to judge the performance of employees prior to conducting a formal performance review. These criteria will be tied directly to EACS's educational goals, mission, vision and will utilize a performance review rubric. The rubric will, among other criteria, be used to tie job reviews to relevant performance areas such as delineated in individual job descriptions, school and individual goals.

The Excel Board of Directors will create the job and performance review of the Executive Director. The Executive Director's performance will be objectively evaluated based on school and student success as reflected in a predefined set of performance criteria.

Professional Development for Instructional Staff

EACS is dedicated to the continuous enhancement of its staff through professional development. We ensure our team remains at the forefront of educational advancements by participating in key conferences such as CCSA, CSDC and ACSA. These conferences are pivotal in keeping us informed about the latest trends in education.

For our leadership team, we organize regular professional development sessions that are essential for strategic growth and leadership skills enhancement. Additionally, we conduct in-person meetings that cover a wide range of topics, including but not limited to human resource updates, special education, and legal trends. This comprehensive approach ensures that our team is well-versed in various aspects that contribute to the effective management and operation of our institution.

Through these continuous professional development efforts, EACS is dedicated to nurturing a highly skilled and knowledgeable staff capable of delivering exceptional educational experiences.

Our professional development program for new teachers is structured in three parts: onboarding, first year induction (mentoring), and continuing education:

Onboarding

- Mission, vision and core values
- Understanding the virtual/independent study educational experience
- Working within online systems (e.g. ordering system and virtual classroom) and student information system
- Communicating with students and parent/guardians
- Understanding and using online and independent study metrics

- Motivating students and meeting the unique needs of students
- Monitoring and guiding student pacing
- Managing the protocols of online and independent study learning: pace charts, contact histories, grading, various educational philosophies
- Technology tools for effective teaching

Mentoring

During their first year, teachers are partnered with a team of experienced educators to support them. Teachers new to the profession will be required to complete an induction program.

Continuing education

- Teachers are provided with opportunities to expand their knowledge of personalized learning strategies throughout the year by participating in various professional development programs.
- Teachers are surveyed to determine areas of need, and EACS will provide programs to meet the expressed needs.

Individual Professional Development Plans

Additionally, all full-time school staff members are required to develop annual goals that identify areas of development that will lead to professional growth. This plan will be developed in conjunction with the Executive Director, department supervisor, and human resources. Some areas of growth might include:

- Presenting at a Charter School professional development opportunity.
- Measurable implementation of selected best practices methodology that will be employed to improve support for student success.

EACS will annually allocate funds to support individual professional and leadership development activities throughout the year.

Authority and Responsibility

The Executive Director, Human Resources and/or designee is responsible for monitoring teacher credentials and qualifications relative to their positions. While the Charter School administration is responsible for working with each teacher in the development and management of an individualized professional development plan, the Executive Director and/or designee ensures that state mandates are appropriately enforced in all schools. This work is further supported by the oversight of the Excel Board of Directors.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of students and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. — Education Code Section 47605(b)(5)(F)

EACS has a comprehensive set of health, safety, and risk management policies and procedures. In general, health and safety matters will be dealt with in accordance with these EACS policies. These policies will be developed in consultation with the Charter School's insurance carriers and at a minimum will address the topics discussed below. These policies and procedures will be incorporated as appropriate into the Charter School's parent/student and employee handbooks and will be reviewed on an ongoing basis in the Charter School's staff development efforts and Board policies.

The following is a summary of the health and safety procedures of the Charter School:

Procedures for Background Checks

Employees and contractors of EACS will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director or designee will be responsible for monitoring compliance with this policy and reporting to the Charter School Board on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Tuberculosis Risk Assessment and Examination

All employees will be required to undergo a tuberculosis ("TB") risk assessment and examination (if necessary) and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406.

Employees must undergo a tuberculosis ("TB") risk assessment and be examined (if necessary) at least once each four years thereafter, as required by Education Code Section 49406. Charter School shall maintain TB

clearance records and certificates on file.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Immunizations

All enrolling students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students who receive classroom-based instruction must be immunized with a pertussis (whooping cough) vaccine booster.

The Charter School shall exclude students from participation in classroom-based activities if the student is not immunized in accordance with applicable law. Those parents/guardians who have difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent/guardian or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs

associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on student suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

To the extent that the Charter School operates any facilities attended by students, the Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

To the extent the Charter School operates any facilities attended by students, on or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its facilities that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Athletic Programs

To the extent the Charter School offers athletic programming, the Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies

related to athletic programs, and acquiring at least one automated external defibrillator.

School Meals

If required by law, the Charter School shall provide breakfast and lunch free of charge on any school day that the student is participating in school activities to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach comprehensive sexual health education and human immunodeficiency virus (HIV) and AIDs prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Sections 51930–51939). Passive (not active) parent/guardian notification is required for comprehensive sexual health education and HIV prevention education, either at the beginning of the school year or at least 14 days prior to instruction. Parents or guardians must be notified by the school or district at the beginning of the school year (or at the time of enrollment) about planned instruction in comprehensive sexual health and HIV prevention education and research on student health behaviors and risks.

The notice must also inform parents/guardians of their right to request copies of Education Code §§ 51933, 51934, and 51938. If arrangements are made after the initial notification is sent out at the beginning of the year, districts must notify parents at least 14 days prior to the instruction via mail or another commonly used method. (EC § 51938(b).)

In this notification, schools must advise parents/guardians that they have the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school district. (EC § 51938(b)(4).) Schools may not require active consent ("opt-in") for participation in comprehensive sexual health and HIV prevention education. Parents/guardians must request in writing that their child not participate in the instruction (passive consent, or "opt-out"). If the parent/guardian does not request in writing that the child be withheld, the child will attend the instruction. (EC § 51938(a).)

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang related apparel," if applicable
- procedures for safe ingress and egress of students, parent/guardians, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline adopted pursuant to Education Code Section 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

Emergency Preparedness

The Charter School shall adhere to an Injury Illness Prevention Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This plan shall include, but not be limited to the following responses: natural disasters including but not limited to: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns

regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

Facilities Safety

Because EACS will operate an independent study personalized learning school, there will be no need for a school building where classes are held on a daily basis. For administrative facilities, EACS will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School will comply with all other applicable federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act, and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. EACS will ensure that its offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. The Charter School will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

Workplace Violence Prevention Plan

As of July 1, 2024, the Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Drug-, Alcohol, and Smoke-Free Environment

EACS shall function as a drug, alcohol, and smoke-free environment.

Blood-borne Pathogens

EACS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. An "Exposure Control Plan" shall be designed to protect employees from possible infection due to contact with blood-borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting

EACS will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, neglect, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to Penal Code Section 11164 et seq. All staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by the District. C. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual mandated reporter training on child abuse detection and reporting, in accordance with Education Code Section 44691.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. To the extent the Charter School maintains any facilities in the future that are attended by students, the Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6 and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. — Education Code Section 47605 (c)(5)(G)

EACS actively recruits a diverse student population from within its legally prescribed service area. Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to any characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

EACS implements a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of elements or strategies to ensure a diverse student body and to achieve a balance of racial and ethnic students, special education students, and English Learners, including redesignated fluent English proficient students, that is reflective of the general population residing within the territorial jurisdiction of the District.

EACS will engage in various outreach activities, that may include, but is not limited to, the following:

1. **Marketing Materials:** Design flyers and distribute informational materials to appeal to various groups in order to achieve the required balance. Materials will be developed in English, Spanish, and other common languages in the District area.

EACS provides printed and digital flyers to all teachers to distribute or post online in the counties where they reside, which includes the counties of Riverside, Orange, and San Diego. Printed flyers and other promotional materials include information about its programs and student offerings with a link and QR code to the EACS website and contact information for our parent support team. Excel Academy has continuously staffed Spanish speaking staff members to assist in phone, email, and video conferencing communications.

2. **Community Events:** EACS hosts community events in all regions it serves students. EACS Community Team also attends community events such as LEAP, Imaginology, SoCal Homeschool & Education Expo, and other related events to provide flyers, brochures, and other information to interested parents/guardians in English and Spanish. Marketing materials at such events will ensure a balance that is reflective of the general population residing within the District.

EACS hosted two in-person coffee question and answer events, seven Summer Social events for new families to meet our staff, browse through curriculum, and ask questions; attended an educational fair, and provided informational flyers and quicksheets to prospective families in the 2023-24 school year.

EACS hosted 18 virtual enrollment webinars between May 2022 - August 2023 about the EACS personalized and virtual paths, and 9-12 high school programs and offerings. By providing informational webinars online, this provided an opportunity for prospective families in all areas to attend at a time and day that worked best for their schedule. EACS utilized social media and posted actively in Facebook Community Groups in the counties of Riverside, Orange, and San Diego to help promote these virtual enrollment webinars among

families interested in nonclassroom-based charter schools and educational programs similar to EACS.

3. Advertising: EACS' website and social media reflect a balance that is reflective of the general population residing within the Districts. EACS utilizes paid social media advertising on Facebook and Instagram platforms that promote enrollment via website visits to the EACS website enroll page. Ads were targeted to Riverside County, Orange County, and San Diego County. The targeted audience included parents and families of TK-12 students with multicultural affinity behaviors and interests of Hispanic American culture, Hispanic culture, and Latino culture, as well families with who are socio-economically disadvantaged.

EACS utilizes pay-per-click (PPC) ads to promote enrollment through Google Search and other search engines driving audiences to visit the EACS website enroll page. Targeted areas include Riverside County, Orange County, and San Diego County.

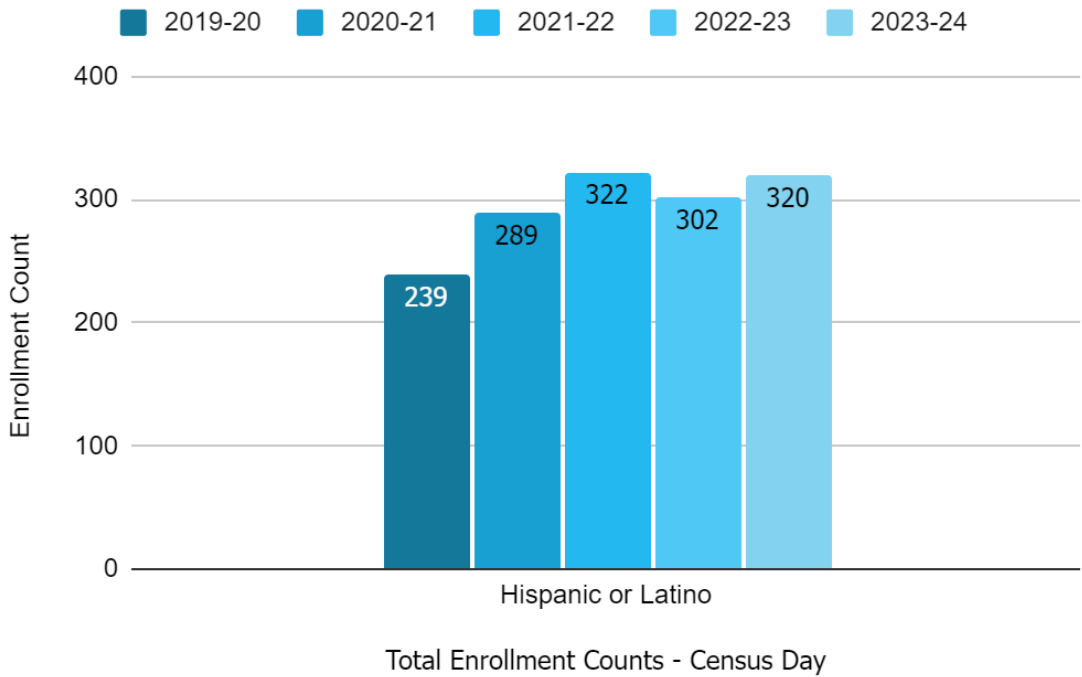
EACS utilizes photo and video of students and stock photo to showcase a diverse student population including those of Hispanic descent. EACS engages regularly in Facebook Community Groups through organic posts and by responding to questions from families about how to enroll at EACS, curriculum, program offerings, and how to attend virtual webinars to receive more information about the school. EACS actively participates in these Facebook Community Groups in the regions of Riverside County, Orange County, and San Diego County.

EACS regularly shares photos and video content online including Facebook, Instagram, Google Business Profile and the EACS website showing EACS students, classes, field trips, events, and other engagement opportunities. EACS makes a concerted effort to capture and utilize photos that represent the diversity of our student population.

4. Establish Partnerships with Community Organizations: EACS explores potential partnerships within the local and regional communities. EACS will ensure, as needed, that recruitment materials are available in languages other than English based on student and general population demographics.

As a result of these efforts, EACS has seen consistent growth in the diversity of its student body as demonstrated in the historical enrollment trend data included at the beginning of this renewal charter petition. In particular, Hispanic/Latino student enrollment as a share of the EACS student body has increased by over 34% since EACS founding and represents the largest student group.

Hispanic Student Enrollment



EACS will continue these student population balance efforts in order to more closely align with the demographics of the territory EACS serves.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

EACS shall admit all students who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random lottery, shall not be determined by the place of residence of the student or his or her parent/guardian or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parent/guardians.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, all students and their parents/guardians must complete and submit an enrollment packet, which includes the following:

- 1) Student enrollment form
- 2) Home Language Survey
- 3) Completion of Emergency Medical Information Form
- 4) Proof of minimum and maximum age requirements
- 5) Release of records¹

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

6) The Master Agreement and Acknowledgement of Responsibilities ("AOR")

All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement. Enrollment space will be based on need in the community and availability of qualified, trained qualified credentialed teachers to serve as the Teacher of Record.

Recruiting and Admissions Cycle

The Charter School will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents/guardians, (3) an admission application period, (4) an admission lottery, if necessary, and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using a waiting list created in accordance with the admissions lottery procedures specified in this charter.

Timeline for Recruiting and Enrollment

The Charter School will recruit and enroll students from areas from which they are legally allowed to recruit and enroll. Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any region has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted region, with the exception of existing students, who are guaranteed admission in the following school year. In any year in which a random public drawing is not required because the number of applications does not exceed the Charter School's capacity, EACS will admit all students who meet the admission and application requirements stated in the Charter. Applications for admission will be accessible on the Charter School's website.

Lottery – Public Random Drawing

In the event that the number of students seeking admission to any region exceeds capacity, a lottery will be held for the impacted regions, with the exception of existing students, who are guaranteed admission in the following school year. It will be completed in a physical or virtual public forum large enough to accommodate all those who wish to attend.

Once a child has been enrolled as a student at EACS, they have the right to continue until they have completed the highest grade we offer. Students who are currently enrolled at EACS must re-commit for the following school year by the end of open enrollment by signing a Master Agreement for the following year.

The following admission preferences shall be given in the case of a public random drawing:

1. Siblings of students admitted to or attending the Charter School;
2. Children of Charter School staff;
3. Students who have been previously enrolled in EACS;
4. Residents of the District;
5. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled by region by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each region in which there are fewer vacancies than students interested in attending. All lotteries shall take place on the same day in a single location. There is no weighted priority assigned to the preference categories; rather, within each region, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that region have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the lottery, all students who were not granted admission due to capacity will be placed on a waiting list in the order drawn. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Admission will not be based on prior student performance or admission testing. Post matriculation, various assessments may be administered to determine the student's readiness for the grade of entrance or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. — Education Code Section 47605(c)(5)(l)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Excel Board either directly, or through an audit committee it may form each fiscal year, shall oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the Charter School's financial statements, attendance and enrollment, and accounting practices, and will review the Charter School's internal controls.

To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller by December 15 each year. The Charter School's audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School's Board with recommendations on how to resolve them. The Board of Directors will report to the District regarding how the exceptions and deficiencies have been or will be resolved to the District's satisfaction along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION/EXPULSION POLICY AND PROCEDURES

Governing Law: The procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Policy:

This student Suspension and Expulsion Policy has been established in order to promote learning, provide

for the safety of students, staff, and visitors to EACS and serve the best interests of students and their parents or guardians. In creating this policy, the Charter School reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at non charter may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal (“involuntary withdrawal”). The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary withdrawals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary withdrawal.

If this policy is violated, it may be necessary to suspend or expel a student from regular instruction. This policy shall serve as EACS's policy and procedures for student suspension, expulsion, and involuntary withdrawal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. EACS staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. EACS will develop a procedure for the periodic review and amendment of this Policy and, in particular, the lists of offenses for suspension or expulsion.

EACS administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary withdrawal policies and procedures. The notice shall state that this Policy and Procedures are available on request.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom EACS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. EACS will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom EACS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily withdrawn by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to withdraw the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily withdrawn and the student's parent/guardian's right to request a hearing to challenge the involuntary withdrawal. If a parent, guardian,

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary withdrawal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include withdrawals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures:

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity; or school attendance occurring at any time including, but not limited to (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, or while going to or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses.

Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or

mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an

aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Excel Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parents/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that

the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Removal Due to Noncompliance with Independent Study Requirements

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, after three (3) missed assignments, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Discipline and Involuntary Withdrawal Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary withdrawal as forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary withdrawal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian³ to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

³ Individuals in Footnote #1 are active participants in the meeting.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

S. Offenses for Involuntary Withdrawal

EACS has adopted a Discipline and Involuntary Withdrawal Policy. Pursuant to that policy, involuntary disenrollment may be recommended for violation of any of the following non-disciplinary school policies:

- Attendance
- Academic Integrity
- Civility

- Acceptable Use
- Satisfactory Educational Progress
- The student fails to complete all mandated school assessments.
- Failure to provide documentation and information to the school in order to record attendance in accordance with applicable laws.
- Failure to provide requested documentation for continued enrollment, such as proof of residency
- Failure to attend and respond to school communications during the first ten (10) school days.

Students with IEPs and/or 504 plans may also be subject to involuntary withdrawal described in this policy. EACS will comply with all applicable federal and state laws when a special education student is being considered for an involuntary withdrawal. The procedures for involuntary withdrawal including reengagement and the right to request a hearing prior to disenrollment are set forth in EACS's Discipline and Involuntary Withdrawal Policy.

S. Procedure for Involuntary Withdrawal

A hearing shall be held within thirty (30) school days after the student has accrued three (3) missed identified assignments to determine whether it is in the best interest of the student to remain in independent study. The Charter School may involuntarily remove the student after the Charter School follows the requirements of the Master Agreement and independent study policy regarding the best interest meeting, and only after providing notice and an opportunity for a parent, guardian, or educational rights holder to participate in the hearing as set forth herein and in Education Code Section 47605(c)(5)(J)(iii).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the hearing.
- A statement of the specific facts, charges and violations upon which the proposed withdrawal is based.
- A copy of the Charter School's policies related to the alleged violation.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — Education Code Section 47605(c)(5)(K)

Staff will participate in the federal social security system as required by law and will have access to their Charter School-sponsored retirement plans according to policies developed and adopted by the Board. The Board has determined; by Board action, to participate in the State Teachers' Retirement System ("STRS") and Internal Revenue Code Section 403(b)/ 457 (b) plans or equivalent with employer contribution for its eligible staff, and plans to offer an Internal Revenue Code Section 403(b) plan with an employer contribution or other comparable benefits plan in conjunction with Social Security for all other staff. The Charter School shall comply with Education Code Section 47611. Teachers and staff may also have access to other school-sponsored retirement plans according to policies developed by the Charter School's Board for Charter School employees. The Executive Director will be responsible for ensuring appropriate arrangements are made available for employee retirement coverage.

In accordance with Education Code Section 47611.3, the County shall create any reports required by STRS. At the County's request, the Charter School shall pay the County a reasonable fee for the provision of such services. EACS retains the option for the Excel board to choose to participate in STRS, Public Employees' Retirements System or Social Security depending upon employee eligibility and what the Board determines is in the best interest of the staff and the Charter School as a whole. This determination will be reflected in EACS personnel policies and employment handbook and will be presented to employees prior to their employment with the Charter School.

Excel Academy Charter School will offer eligible full time staff access to rich, competitive health and welfare plans including but not limited to: health, dental, vision, life, accidental, cancer, flexible and health savings accounts. It will be at the Executive Director's discretion along with the approval of the Board to add, change and vet new benefits year-by-year in alignment with what is best for the Charter School, its staff and the current budget.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. – Education Code Section 47605(c)(5)(L)

No student is required to attend EACS. Students who do not attend the Charter School may attend school within their local school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Parents/guardians of each student enrolled in EACS will be informed on admission forms that the student has no right to admission in a particular school of any local educational agency as a consequence of enrollment at EACS, except to the extent that such a right is offered by the local educational agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at the Charter School. Members of EACS staff who leave employment in the District to work at EACS shall not have any automatic rights of return to the District after employment by the Charter School, without prior consent specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employees who were not previous employees of the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of the Charter School.

District employees cannot be required to work at EACS, nor can the District require the Charter School to hire District employees, with the exception of District employees provided to the Charter School as part of an agreement for services paid to the District by EACS under a separately negotiated agreement or memorandum of understanding.

Charter School employees are not subject to District transfers without written consent of that employee.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. – Education Code Section 47605(c)(5)(N)

EACS will adopt policies and processes for aiding and resolving internal and external disputes.

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the District as the Charter School's authorizer, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and Board members of EACS and the Warner Unified School District agree to resolve all disputes regarding this charter pursuant to the terms of this section.

Disputes Arising From Within the School

Disputes over personnel discipline will not be covered by this dispute resolution process, and instead, will be resolved through the Charter School's personnel policies and procedures. EACS shall maintain comprehensive personnel policies and procedures, approved by the Excel Board that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Executive Director will resolve complaints and will administer any personnel discipline.

EACS shall establish and provide a Uniform Complaint Policy and Procedures and Title IX compliant policy as required by state and federal law to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs. This procedure may also be used to resolve internal disputes among parents/guardians, students, Board members, volunteers, and staff at the Charter School, and each shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District agrees to promptly refer all complaints regarding the Charter School's operations to the EACS Executive Director for resolution in accordance with the Charter School's adopted policies.

Disputes Between the Charter School and The District

In the event that Charter School and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, both parties agree to follow the process outlined below. In the event of a dispute between the Charter School and the District, both parties agree to first frame the issue in writing ("Written Notification") and refer the issue to the District Superintendent and the Charter School's Executive Director, or their respective designees. In the event the District Superintendent believes the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, EACS requests that this shall be specifically noted in the Written Notification, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with the revocation procedures in accordance with Education Code Section 47607 and its

implementing regulations.

a. **Meet and Confer:** Upon receipt of the Written Notification, the Charter School Executive Director and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, no later than five (5) business days from receipt of the Written Notification. In the event that this informal meeting is unsuccessful, both parties shall identify two board members from their respective boards who shall jointly meet with the Superintendent of the District and the Executive Director of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the Written Notification.

b. **Mediation:** If the dispute cannot be resolved at the informal meet and confer or the joint meeting, the parties shall schedule a mediation to resolve the matter. The parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties. Each party shall bear its own attorneys' fees, costs, and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall be held within 60 business days of receipt of the Written Notification.

If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

ELEMENT 15: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. – Education Code Section 47605(c)(5)(O)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

In the event the Charter School closes, EACS will promptly notify staff, parents/guardians and students of the Charter School, the District, the San Diego County Office of Education, the Charter School's SELPA, the retirement system in which the Charter School's employees participate, and the California Department of Education, in writing, as far in advance as possible. This notice shall include:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The students' school districts of residence; and
- The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The Charter School website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records, and will otherwise assist students in transferring to their next school. EACS will maintain student records and personnel records for a term and in a manner consistent with applicable federal and state law. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School

will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. The Board will allocate sufficient funding for, or otherwise determine how Charter School will fund these closure activities.

MISCELLANEOUS CHARTER PROVISIONS

1) Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

A financial plan for the Charter School, including a projected operational budget, cash flow, and financial projection for three years of operation, is attached as Exhibit E. This plan is based on the best data available to the petitioners at the time the plan was assembled.

2) Financial Reporting

Financial Systems and Processes

EACS has an internal business and fiscal department that takes care of accounting and fiscal reporting. The Charter School contracts with an accounting firm for statutory federal and state tax filing.

Financial Reports

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter will implement an attendance recording and accounting system which complies with state law and the District's requirements.

If the Charter School anticipates applying for the Charter School Revolving Loan Fund, EACS understands that it must comply with Education Code Section 41365 if it receives funds.

EACS will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the Charter School.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

3) Insurance

Insurance Certificates

EACS shall keep on file certificates signed by an authorized representative of the Charter School's insurance carrier. The District reserves the right to require complete certified copies of the required insurance policies. Required insurance includes Commercial General Liability, Commercial Auto Liability, Worker's Compensation, Property and Fire, and Errors and Omissions. All insurance requirements are specified in the MOU between EACS and the District.

Optional Insurance

Should EACS deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

4) Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Pursuant to California law, the District will be required to provide certain oversight duties, including monitoring Charter School and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests.

EACS will coordinate with the County Office of Education to report pertinent STRS payroll data. The County Office of Education may request a reasonable fee for coordinating this transfer of data. The Charter School shall maintain its own health and benefits by contracting with an insurance broker or similar third party to

enroll in appropriate health and wellness insurance plans (e.g., Kaiser, Blue Cross, Cigna, etc.).

5) Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605(h).

The Charter School is operated in an independent study environment. As such, minimal facility usage is required. EACS maintains a central administrative office wherein important student and personnel records are maintained. The central office is located at 1 Technology Drive, Suite I-811 Irvine, California 92618. This location is used for administrative purposes and other similar types of activities. In addition to a central administrative office, EACS may maintain a central warehouse to facilitate the in and outbound logistics of student curriculum, technology, and supplies. Many of our programs meet either virtually or in mutually agreed upon public locations every learning period with no resource center needed. EACS shall ensure that any other resource center, meeting space, or other satellite facility established by the Charter School shall be in compliance with all applicable requirements of Education Code Section 47605.1.

6) Transportation

As an independent study program, EACS does not provide any home to school or school to home transportation services; however, EACS will ensure that students with IEPs that require such transportation services receive them. EACS may occasionally arrange for public, rented or parental transportation for field trip-type excursions and learning opportunities.

7) Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. – Education Code Section 47605(h).

EACS is operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and the California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School intends to maintain liability, property, and errors and omissions insurance as outlined above to protect the Charter School's assets, staff, Excel Board members, and, where appropriate, the district from unforeseen liability. Minimum insurance amounts shall be determined by recommendation of the Charter School's insurance broker for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

8) Financial Management and School Services Contracts

Financial Management

EACS's Executive Director will be responsible for overseeing the Charter School under policies adopted by the Excel Board. As described further below, the Charter School may contract with a back office provider and a student information system software for certain of its operational, administrative, and financial services.

The back office provider and student information system used shall demonstrate a track record of experience with virtual/independent study public schools, and will meet the Charter School's service needs based on mandatory state data tracking and reporting requirements.

Material Contracts

EACS may contract the following material agreements for services:

- An agreement for payroll processing services.
- An agreement for accounting and tax services.
- An agreement with an independent financial auditor that meets the certification and licensure requirements for conducting an independent financial audit of California public schools.
 - This agreement will be made upon terms and conditions that are standard for the industry and will ensure a legally compliant annual audit of EACS's finances.
- An agreement state approved curriculums, to supply EACS's online instructional program.
- An agreement with approved content and community providers to supply curriculum for school
- An agreement for a student information system with School Pathways or another high quality student information system.
- An agreement for back office services
- An agreement for an interactive online meeting space
- An agreement for Tech Support for faculty and students.

- An agreement for Website design and maintenance.
- Any other Agreement for systems or software to facilitate the operations of EACS.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Term

The term of this Charter shall be July 1, 2024 – June 30, 2031. This Charter may be renewed for one or more subsequent terms between five (5) and seven (7) years, in accordance with Education Code Sections 47607 and 47607.2, upon mutual agreement of the parties.

Revisions

Material revisions of this Charter may be made in writing with the mutual consent of the District and the Excel Board. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in Education Code Sections 47605 and 47607.

Miscellaneous

The Charter School intends to enter into a mutually agreeable MOU with the Warner Unified School District, which outlines further details of the relationship between the District and the Charter School. The MOU may include, but not be limited to, the following:

- Transportation and food services to be provided by the District, if any
- Services to be purchased by the Charter School from the District, and the fee schedule for such services
- Details of the oversight and monitoring relationship between the Charter School and the District
- Mutual indemnification from loss
- Cash advances to handle cash flow issues, if necessary
- Charter School's receipt of mandated cost reimbursement
- Fiscal reporting requirements to the state, either independently or through the District
- District support for the Charter School in seeking additional funding

Communication and Notices

All official communication between the Charter School and the District will be sent via first class mail or other appropriate means to the Charter School Executive Director and the Superintendent of the District.

4864-8308-7544, v.2

Coversheet

Approval of Memorandum of Understanding between Excel Academy Charter School and the Warner Unified School District

Section: V. Business/Financial Services
Item: B. Approval of Memorandum of Understanding between Excel Academy Charter School and the Warner Unified School District
Purpose: Vote
Submitted by:
Related Material: MOU With Excel.pdf

MEMORANDUM OF UNDERSTANDING BETWEEN THE
WARNER UNIFIED SCHOOL DISTRICT AND EXCEL ACADEMY CHARTER SCHOOL
Effective 7/1/2024 - 6/30/2031

The governing board of the Warner Unified School District ("District") granted a charter petition ("Charter") to Excel Academy Charter School ("School" or "Charter School") pursuant to the terms of the Charter Schools Act of 1992, as amended. This Charter, among other matters, calls for the District and School to enter into a mutually agreeable memorandum of understanding ("Agreement") regarding the funding entitlements of the School pursuant to the Charter Schools Act. The School and District intend to use this agreement as the basis for developing similar understandings in future fiscal years.

This Agreement shall serve to clarify the status of the School and define the responsibilities of the parties. This agreement provides for oversight, direct and indirect services to be provided by the District to School and the remuneration to be paid by School to the District. Education Code Section 47607(b) provides the procedure for a material revision of an existing charter. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this Agreement. Both Parties agree to meet in good faith to negotiate necessary changes to align the Charter and the Agreement.

I. PURPOSE OF THIS MEMORANDUM OF UNDERSTANDING

- A. Outline specific funding sources anticipated to be available to the School.
- B. Define the oversight responsibility and services the District will provide to the School.
- C. Clarify responsibilities of each party.

II. TERM

- A. This Agreement is valid for the term of the Charter granted to Excel Academy Charter School, from July 1, 2024 through June 30, 2031. It may be modified or terminated with the written mutual consent of the governing bodies of the District and School.
- B. This Agreement is automatically terminated if the School's charter is revoked or non-renewed in compliance with Education Code Section 47604.5 or 47607, or rescinded by the Charter School.

III. CHARTER SCHOOL AUTHORITY

- A. The School, in performing its duties and obligations under this Agreement and its Charter, shall have the power and authority, consistent with federal and state law and subject to other terms and conditions of this Agreement to, among other powers and authorities:
 - 1. Contract for goods and services with the District and/or any third party.
 - 2. Prepare a budget.
 - 3. Perform the personnel services not otherwise assumed by the District as outlined herein.
 - 4. Procure insurance.
 - 5. Lease or otherwise contract with any third party for the use of facilities for school purposes and the operation and maintenance thereof; Purchase, lease or rent furniture, equipment and supplies.
 - 6. Accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this Agreement.
 - 7. Perform the business administration of the School;

8. Establish and conduct an educational program and curriculum for the School as provided in the School's charter.
9. Conduct extra and co-curricular activities and programs;
10. Conduct professional development for all administrators, instructional personnel, and non-instructional personnel.
11. Select and acquire instructional materials, equipment and supplies.
12. Exercise such other powers as are provided for elsewhere in this Agreement to the extent consistent with this Agreement.
13. Generally, take such other actions as may be necessary or desirable to properly and efficiently operate the School.
14. Engage in any activity not prohibited by applicable law or the terms of its Charter.

IV. ORGANIZATIONAL STRUCTURE

- A. The School shall be governed by an incorporated non-profit public benefit corporation ("Corporation") with the opportunity to contract for specific services and operational support from the District, public or private organizations and/or management companies. The administrator of the School shall conduct the day-to-day operations of the School by the power delegated to him/her by the School's governing board. All powers, rights and obligations not otherwise reserved herein to the District are hereby delegated to the School consistent with its Charter, any policies and procedures, this Agreement, and all applicable laws. The School should be allowed to carry on any activity in order to effectuate its goal of educating students that is not inconsistent with an express provision of its Charter or applicable law.
- B. In accordance with applicable California laws and the Act, the Corporation shall designate and maintain a Corporate Board of Directors and Corporate Officers with three to five members. Directors of the School shall be selected and appointed in accordance with the corporate bylaws of the School. The District shall have the authority to appoint one board member.
- C. The School recognizes its responsibility to promote public access to its deliberation and documents. Therefore, the School Board of Directors will comply with the Ralph M. Brown Act (Gov. Code §§ 54950, et seq.) and all other statutes specifically applicable to charter schools operated as nonprofit corporations.
- D. All employees of the Charter will be employees of Excel Academy Charter School and not employees of the District. The Charter School Board of Directors shall adopt and the administrator shall implement Employment Agreements, Personnel Reviews and other policies and procedures to further the Charter School's goals as outlined in the Charter.
- E. The Charter School shall be solely responsible for all costs and expenses related to the Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.
- F. The Charter School shall have no authority to enter contracts for or on behalf of the District. Unless otherwise agreed to by the parties or provided by law, any contracts, purchase orders, or other documents shall be the Charter School's sole responsibility.

V. Funding

- A. As established by Education Code Section 47630 *et seq.*, the Charter School shall receive funding under the charter school funding model as follows:

1. General purpose entitlement computed by the local control funding formula pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
2. General-purpose funding that consists of state aid, local property taxes, and other revenues applied toward a school district's local control funding formula, pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.
3. Lottery funds, pursuant to Education Code Section 47638.
4. A variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for funding that is beyond the basic statutory entitlement.
5. Any additional funds negotiated between the District and the Charter School in accordance with Education Code Section 47636.
 - a) In addition to LCFF, the parties recognize the authority of the Charter School to pursue additional sources of funding.
 - b) The Charter School has elected to receive funding from the State directly, pursuant to Education Code Section 47651.
 - c) The District shall transfer funding in lieu of property taxes to the Charter School in monthly installments by no later than the fifteenth of each month in accordance with Education Code Section 47635.
 - d) The School may apply for and receive loans from the District, and/or public or private agencies independently from the District. The District shall not be liable for the repayment of any principal, interest, penalties or legal cost associated with such loans.
 - e) Banking Arrangements: The Charter School shall maintain an account at a federally insured commercial bank or credit union. The Charter School will deposit all funds received as soon as practical upon receipt.
 - f) Payroll Service: The Charter School may contract with any reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements and to perform other payroll support functions.

VI. BOND FUNDS

- A. The Charter School expressly waives any right to share in general obligation or construction bonds that have been or may be passed by the voters of the Warner Unified School District.

VII. LEGAL RELATIONSHIP

- A. The Parties recognize that the Charter School is a separate legal entity. The Charter School shall be operated by a non-profit public benefit corporation under Education Code Section 47604. As such, in accordance with Education Code Section 47604(d), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School.
- B. With respect to its operations under this Agreement, the District and the Charter School shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend each other, their officers, their trustees, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs arising under

this Agreement including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to their willful misconduct, negligent acts, errors or omissions of their directors, trustees, officers, employees, agents and consultants under this Agreement. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School.

VIII. DISTRICT OVERSIGHT

A. In consideration for the actual costs of supervisory oversight by the District, the Charter School shall pay an amount not to exceed one percent (1%) of the revenue of the Charter School (hereinafter, the "Oversight Fee") pursuant to Education Code section 47613. "Supervisory oversight" for purposes of this section shall include those duties listed in Education Code section 47604.32(a), only. "Revenue" for purposes of this calculation means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Section 42238.02, as implemented by Section 42238.03.

"Revenue" for purposes of this calculation shall not include Charter School fund-raising activities, private donations, other public grants, or any other source of income developed by the Charter School. Payment by the Charter School shall be made in accordance with the provisions of Paragraph XVI below. These costs are in addition to, and not in lieu of, other costs set forth herein.

- B. Charter School and the District agree that "supervisory oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:
1. All activities related to the Charter revocation and renewal and processes as described in Education Code Section 47607.
 2. Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
 3. Participate in the dispute resolution process described in the Charter. Charter School is aware that the District's discretion to revoke a charter is not proscribed as a requirement to participate in the Dispute Resolution Process.
 4. Review and timely response to the Charter School's Annual Independent Fiscal Audit.
 5. Select a representative to act as a liaison to the charter school.
 6. Visit the Charter School at least annually.
 7. Monitor the fiscal condition of the Charter School.
 8. Provide timely notification to the California Department of Education if any of the following circumstances occur:
 - a. A renewal of the charter is granted or denied.
 - b. The charter is revoked.
 - c. The Charter School will cease operation for any reason.

IX. SERVICES

- A. In addition to the supervisory oversight responsibilities and the one percent (1%) oversight fee described in Paragraph VIII (A) above, the District shall collaborate with the Charter School

about services annually and shall be compensated by the Charter School as more fully set forth below.

1. Provide substantially rent-free use of the District's facilities throughout the school year which include office and meeting spaces, classrooms, computer technology, science labs, sport facilities, which shall be subject to the Parties entering into facilities agreement setting forth the terms, conditions, and obligations of the Parties as related to such use.
 2. Access to District instructional materials and other resources throughout the school year to support social-emotional wellness, and interventions to keep students on track for promotion.
 3. Provide staff development and training relative to online curriculum options.
 4. Provide District testing services, including access to testing locations at District facilities.
 5. Provide technical support for attendance accounting and student information data management.
 6. Provide consulting, planning and staff development (for services beyond the scope of Supervisorial Oversight.
- B. As consideration for the additional services provided by the District to the Charter School, the District shall charge the Charter School an amount equal to two percent (2%) of the revenue of the Charter School (as the term "revenue" is defined in Education Code section 47613(f)). Payment by the Charter School shall be made in accordance with the provisions of Paragraph XVI below.

X. SPECIAL EDUCATION SERVICES

- A. It is understood that this agreement covers only the delivery of special education services under the Individuals with Disabilities Education Act (IDEA) and implementing California laws and regulations. This Agreement does not cover services or accommodations required under Section 504 of the Rehabilitation Act or under the Americans with Disabilities Act. The School agrees to assume responsibility for compliance with Section 504 and ADA.
- B. The School is responsible for compliance with the IDEA. As an LEA, the School receives special education funds in the manner specified in the allocation plan of the SELPA.

XI. DATA REPORTING

- A. **Average Daily Attendance.** The School will develop an attendance-reporting calendar and maintain a system to record and account for ADA in the manner above specified. The School will report ADA figures to the District for annual reporting and when requested and the district will be given data after the completion of the most current learning period.
- B. **California Basic Educational Data System (Enrollment).** The School shall complete and submit enrollment and other necessary demographic information to the California Basic Educational Data System (CBEDS).
- C. **Other Data.** The District and School shall work cooperatively to supply any other information necessary to enable the School and District to calculate entitlement to all available funding sources.
- D. **State Testing.** The School shall submit as required all data related to the mandated State testing programs.

XII. BUDGET AND FINANCE

- A. The School shall prepare and submit the following financial information to the District and County Superintendent of Schools:
 - 1. On or before July 1, a preliminary budget. On or before July 1, 2020, and annually thereafter, an annual update (Local Control and Accountability Plan) required pursuant to Education Code Section 47606.5.
 - 2. On or before December 15, an interim financial report this report shall reflect changes through October 31.
 - 3. On or before March 15, a second interim financial report, this report shall reflect changes through January 31.
 - 4. On or before September 15, a final unaudited report for the full prior year. Written contemporaneous records that document all revenues received by
 - a. The School, from all sources.
 - b. The District shall provide all necessary backup data in its possession.
 - c. The School shall promptly respond to all reasonable inquiries regarding its financial records (Education Code Section 47604.3).

XIII. AUDIT

- A. The School will contract and pay for an independent annual audit of the School's financial affairs. The audit will verify the accuracy of School's financial statements, reporting practices and amounts paid to the District. The audit will be conducted in accordance with generally accepted accounting principles and in compliance with the audit provisions of the Charter.
- B. The Charter School Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. Audit exceptions must be resolved to the satisfaction of the District governing board and in accordance with the procedures detailed in the Charter and Education Code Section 47605(c)(5)(l).

XIV. INSURANCE AND RISK MANAGEMENT

- A. The Charter School will, at its own expense, provide and maintain insurance policies for the operation of the Charter School, including but not limited to general liability, property, and errors and omission policies.
- B. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School.
- C. The Charter School shall provide the District with certificates of insurance upon request by the District.

XV. MATERIAL REVISION OF THE CHARTER

- A. Any Material Revision, as this term is defined below, to the Charter may be made only with District's approval. The Charter School may submit to District any proposed Material Revision to the Charter in accordance with District's policies and procedures that are in effect at the time of the submission.
- B. Material Revision Defined. Changes to the Charter that constitute a Material Revision include, but are not limited to, the following (each referred to as a "Material Revision" and collectively referred to as "Material Revisions"):

1. Change in the legal status (i.e. changing from a nonprofit public benefit corporation to a non-incorporated entity), or ownership of the Charter School.
2. Substantive change to Charter School's mission statement.
3. Elimination of any grade levels that Charter School is required to serve or expansion to serve any grade levels that are not in accordance with the Charter.
4. Change in Charter School's calendar affecting the number of days of instruction that Charter School is required to provide pursuant to the Charter and state law.
5. Change in Charter School's admission preferences from those set forth in the Charter.
6. Substantive change to Charter School's educational program (e.g., moving from nonclassroom-based to classroom based except as required by law or upon written approval by District).

C. Non-Material Revision. A Non-Material Revision, as this term is defined in this Section, may be made effective by Charter School through written notification to the District. A "Non Material Revision" includes, but is not limited to, the following:

1. Change to Charter School's mailing address, telephone, and/or facsimile number.
2. Change of the individual who serves as a Party's Authorized Representative.
3. Amendment to the bylaws of Charter School (where Charter School is operated as a public nonprofit benefit corporation) provided that the amendment is consistent with existing policies.
4. Non-substantive change to Charter School's educational program in terms of either content or methodology as required by law or upon written approval by the District.
5. Addition, deletion, or relocation of existing resource centers; (However, The Charter School will inform/notify the District Superintendent (or designee) in writing before opening a new learning center or student facility.
6. Change of management or structure of the Board, including the composition of the Board (e.g., the addition or reduction of board members to the range included in the corporate Bylaws)
7. Any necessary changes that need to be made in order to stay in compliance with laws passed after the signing of this contract.

XVI. Payment Schedule

- A. In accordance with the provision of Education Code Section 47635, the District shall provide the Charter School it's in lieu of property tax funding. The District shall annually transfer to each of its charter schools funding in-lieu of property taxes equal to the greater of the following two amounts:
 1. The average amount of property taxes per unit of average daily attendance, including average daily attendance attributable to charter schools, received by the local educational agency, multiplied by the charter school's average daily attendance.
 2. The statewide average general-purpose funding per unit of average daily attendance received by school districts, as determined by the State Department of Education, multiplied by the charter school's average daily attendance in each of the four corresponding grade level ranges:

transitional kindergarten, kindergarten, and grades 1, 2, and 3; grades 4, 5, and 6;
grades 7 and 8;
and grades 9 to 12, inclusive.

- B. In accordance with the provision of Education Code Section 47635, the sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.

XVII. MISCELLANEOUS

- A. Amendments, Modification and Supplements. Amendments, modifications, and supplements to this Agreement are allowed and will be binding on the parties after the effective date provided such amendments, modification and supplements (1) are in writing, signed by an authorized representatives of both parties, and (2) by reference incorporate this Agreement and identify the specific sections or clauses contained herein which are amended, modified and supplemented or indicate that the material is new. The term, "this Agreement" shall be deemed to include any future amendments, modifications and supplements.
- B. Assignment. Neither party may assign or delegate its obligations under this Agreement without the prior written consent of the other.
- C. Attorney's Fees. In the event any party to the Agreement shall be required to initiate legal proceedings (i) to interpret or to enforce performance of any term or condition of their Agreement; (ii) to enjoin any action prohibited hereunder; or (iii) to gain any other form of relief whatsoever, the prevailing party shall be entitled to recover such sums, in addition to any other damages or compensation received, as will reimburse the prevailing party for reasonable attorneys' fees and court costs incurred on account thereof notwithstanding the nature of the claim or cause of action asserted by the prevailing party.
- D. Compliance with Laws and Regulations. The parties shall comply with all federal, state and local laws and regulations applicable to their performance as described in this Agreement.
- E. Consent. Where consent, approval or mutual agreement is required of a party, it shall not be unreasonably withheld or delayed.
- F. Default. If either party refuses or fails in any material respect properly to perform its obligations under this Agreement, or violates any of the material terms or conditions of the Agreement, such refusal, failure or violation shall constitute default. In such an event, the non-defaulting party may so notify the other party in writing of the default and allow that party a period of thirty (30) calendar days to cure such default. If the defaulting party does not cure such default within said thirty (30) calendar days; the non-defaulting party shall have the right to terminate this Agreement upon written notice to the other party. Termination of this Agreement shall not equate to revocation of the charter which may only be accomplished in accordance with Education Code Section 47607 and its implementing regulations. Notwithstanding rights provided through this clause, all service fees for current month and previously certified student attendance shall still be due and payable per the terms of this agreement. If such default is for failure of the District to pay service fees that have already been transferred to the District from State or other granting

entity, then the District shall only be granted a period of ten (10) working days to cure such default.

- G. Charter Revocation. Should either the California State Board of Education, San Diego County Office of Education or the District revoke the Charter managed under this agreement, this Agreement shall be canceled. All remaining ongoing financial obligations of the Parties shall remain in effect beyond revocation of the Charter until those obligations are fulfilled.
- H. Entire Agreement. Except for written amendments, supplements or modifications made after the execution of this Agreement, this Agreement and its attachments represent the entire agreement between the parties hereto with respect to the subject matter of this Agreement and supersedes all prior renegotiations, representations and agreements, either oral or written.
- I. Forces Outside the Control of the Parties (Force Majeure). In the event performance of this Agreement, or any obligations hereunder, is prevented, restricted or interfered with by reason of acts of God, wars, revolution, civil commotion, acts of public enemy, embargo, acts of the government in its sovereign capacity, labor difficulties, including without limitation, strikes, slowdowns, picketing or boycotts, unavailability of equipment from vendors, or any other circumstances beyond the reasonable control and without the fault or negligence of the party affected, the party affected, upon giving prompt notice to the other party, shall be excused from such performance on a day-to-day basis to the extent of such prevention restriction, or interference (and the other party shall be excused from such performance on a day-to-day basis until the delay, restriction or interference has ceased), provided, however, that the party so affected shall use its best reasonable efforts to avoid and remove such cause of nonperformance and both parties shall proceed whenever such causes are removed or cease.
- J. Severability. If any provision or any part of this agreement is for any reason held to be invalid and/or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected and shall remain valid and fully enforceable.
- K. Governing Law. This Agreement shall be governed by and interpreted or construed in accordance with the laws of the State of California, County of San Diego.
- L. Headings. The headings in this Agreement are inserted for convenience and identification only and are in no way intended to define or limit the scope, extend or intents of this Agreement or any of the provisions hereof.
- M. Taxes and Assessments. Each party shall be responsible for payment of taxes, including federal, state and municipal taxes, chargeable or assessed with respect to its employees, such as Social Security, unemployment, worker's compensation, disability insurance, and federal and state withholding.
- N. Insolvency. Either party may terminate this Agreement by notice, in writing, if the other party admits insolvency, makes an assignment for the benefit of creditors, or has a trustee or receiver appointed over all or any substantial part of its assets.
- O. Successors. This Agreement shall be binding on and inure to the benefit of the respective successors and permitted assigns of the parties.
- P. Notifications. All notices, requests, and other communications under this agreement shall be In writing and mailed to the proper addresses as follows.

<p>To the District at:</p> <p>Warner Unified School District 30951 CA-79</p> <p>Warner Springs, CA 92086</p>	<p>To the Charter at:</p> <p>Excel Academy Charter School 1 Technology Drive, Ste I-811</p> <p>Irvine, CA 92805</p>
--	---

IN WITNESS WHEREOF, the parties agree to execute this Agreement.

Warner Unified School District

By: Andrea Sissons Date: 6/11/2024

Excel Academy Charter School

By: Heidi Gasca Date: June 11, 2024

Coversheet

Adoption of the 2024-25 Budget for Excel Academy Charter Schools

Section: V. Business/Financial Services
Item: C. Adoption of the 2024-25 Budget for Excel Academy Charter Schools
Purpose: Vote

Submitted by:

Related Material:

Final_FY24-25_Adopted_Budget_Warner.pdf

Final_FY24-25_Adopted_Budget_Helendalened_-_Helendale_MYP.pdf

Final_FY24-25_Adopted_Budget_Combined_-_FY24_FIB_Combined_.pdf

Helendale_-_FY24-25_Mullti_Year_EPA_Expenditure_Plan.pdf

Warner_-_FY24-25_Mullti_Year_EPA_Expenditure_Plan.pdf

Warner_-_FY24-25_EPA_Expenditure_Plan_.pdf

Helendale_-_FY24-25_EPA_Expenditure_Plan_.pdf

Helendale_FY_22-23_EPA_Actuals_.docx.pdf

Warner_FY_22-23_EPA_Actuals_.docx.pdf

2024_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20240529_FINAL.pdf

2024_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Warner_20240529_FINAL.pdf

Description - Warner	FY2024-25 Warner Unrestricted	FY2024-25 Warner Restricted	FY2024-25 Warner Combined	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined
Average Daily Attendance (P-2 Projected)			1,003.00			1,013.03			1,023.16
COLA			1.07%%			0.00%			0.00%
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	11,038,969	0	11,038,969	11,186,105	0	11,186,105	11,305,798	0	11,305,798
8012 Education Protection Account	200,600	0	200,600	202,606	0	202,606	204,632	0	204,632
8096 Funding in Lieu of Property Taxes	783,138	0	783,138	783,138	0	783,138	783,138	0	783,138
TTL General Purpose Entitlement	12,022,707	0	12,022,707	12,171,849	0	12,171,849	12,293,568	0	12,293,568
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	176,996	176,996	0	178,341	178,341	0	180,125	180,125
8290 Other Federal Revenue	0	163,257	163,257	0	164,498	164,498	0	166,143	166,143
TTL Federal Revenue	0	340,253	340,253	0	342,839	342,839	0	346,267	346,267
Other State Revenue									
8311 AB602 State SpEd Revenue	0	1,027,382	1,027,382	0	1,035,190	1,035,190	0	1,045,542	1,045,542
8550 Mandated Cost Reimbursements	31,828	0	31,828	32,070	0	32,070	32,390	0	32,390
8560 State Lottery Revenue	183,376	301,257	484,633	184,769	303,547	488,316	186,617	306,582	493,199
8590 Other State Revenue	0	684,500	684,500	0	689,702	689,702	0	696,599	696,599
TTL Other State Revenue	215,203	2,013,139	2,228,342	216,839	2,028,439	2,245,278	219,007	2,048,723	2,267,730
Other Local Revenue									
8660 Interest Income	124,000	0	124,000	124,942	0	124,942	126,192	0	126,192
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-603,857	603,857	0	-591,633	591,633	0	-573,639	573,639	0
TTL Other Local Revenue	-479,857	603,857	124,000	-466,691	591,633	124,942	-447,447	573,639	126,192
TTL REVENUES	11,758,053	2,957,249	14,715,302	11,921,997	2,962,911	14,884,908	12,065,128	2,968,630	15,033,758
EXPENDITURES:									
1000 - Certificated Salaries									
1100 Teacher Compensation	3,630,566	712,317	4,342,883	3,630,566	712,317	4,342,883	3,630,566	712,317	4,342,883
1200 Student Support	227,957	394,756	622,713	227,957	394,756	622,713	227,957	394,756	622,713
1300 Certificated Administrators	658,600	331,628	990,228	658,600	331,628	990,228	658,600	331,628	990,228
1900 Other Certificated Salaries	0	0	0	0	0	0	0	0	0
TTL Certificated Salaries	4,517,123	1,438,701	5,955,824	4,517,123	1,438,701	5,955,824	4,517,123	1,438,701	5,955,824
2000 - Non - Certificated Salaries									
2100 Instructional Aides	0	99,318	99,318	0	99,318	99,318	0	99,318	99,318
2300 Classified Administrators	353,986	0	353,986	353,986	0	353,986	353,986	0	353,986
2400 Clerical & Technical Staff	470,684	43,098	513,782	470,684	43,098	513,782	470,684	43,098	513,782
TTL Non - Certificated Salaries	824,670	142,416	967,086	824,670	142,416	967,086	824,670	142,416	967,086
3000 - Employee Benefits									
3101 STRS Certificated	579,576	526,305	1,105,881	579,576	526,305	1,105,881	579,576	526,305	1,105,881
3300 OASDI/Medicare	133,034	32,172	165,206	133,034	32,172	165,206	133,034	32,172	165,206
3400 Health and Welfare	623,844	184,202	808,046	623,844	184,202	808,046	623,844	184,202	808,046
3500 Unemployment Insurance	11,877	14,868	26,745	11,877	14,868	26,745	11,877	14,868	26,745

3600 Workers' Comp Certificated	27,036	7,710	34,746	27,036	7,710	34,746	27,036	7,710	34,746
3901 Other Benefits	110,728	44,681	155,409	110,728	44,681	155,409	110,728	44,681	155,409
TTL Employee Benefits	1,486,095	809,938	2,296,033	1,486,095	809,938	2,296,033	1,486,095	809,938	2,296,033
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	992,508	88,893	1,081,401	1,002,433	89,782	1,092,215	1,012,457	90,680	1,103,137
4300 Materials & Supplies	26,161	111,539	137,700	26,423	112,654	139,077	26,687	113,781	140,468
4310 Instructional Materials	946,871	0	946,871	956,340	0	956,340	965,903	0	965,903
4320 Office Supplies	0	0	0	0	0	0	0	0	0
4330 Meals & Events	0	0	0	0	0	0	0	0	0
4350 Other Supplies - Materials & Supplies	66,960	0	66,960	67,630	0	67,630	68,306	0	68,306
4400 Non - Capitalized Equipment - Staff	0	0	0	0	0	0	0	0	0
TTL Books/Supplies/Materials	2,032,500	200,432	2,232,932	2,052,824	202,436	2,255,261	2,073,353	204,461	2,277,813
5000 - Services & Operations									
5100 Subagreements For Services	0	228,163	228,163	0	230,445	230,445	0	232,749	232,749
5200 Travel & Conferences	4,340	53,630	57,970	4,383	54,166	58,550	4,427	54,708	59,135
5210 Mileage Reimbursements	0	0	0	0	0	0	0	0	0
5300 Dues & Memberships	7,490	35,340	42,830	7,564	35,693	43,258	7,640	36,050	43,690
5400 Insurance	79,420	0	79,420	80,214	0	80,214	81,016	0	81,016
5610 Facility Rents & Leases	67,635	0	67,635	68,311	0	68,311	68,994	0	68,994
5800 Professional Services - Non - instructional	49,600	36,957	86,557	50,096	37,327	87,423	50,597	37,700	88,297
5810 Legal	186,000	0	186,000	187,860	0	187,860	189,739	0	189,739
5820 Audit & CPA	19,014	0	19,014	19,204	0	19,204	19,396	0	19,396
5830 Non-Instructional Software Licenses/Fees	204,910	0	204,910	206,959	0	206,959	209,029	0	209,029
5840 Advertising & Recruitment	63,364	0	63,364	63,998	0	63,998	64,638	0	64,638
5841 Community Marketing	21,700	0	21,700	21,917	0	21,917	22,136	0	22,136
5850 Oversight Fees	219,507	0	219,507	221,702	0	221,702	223,919	0	223,919
5870 Live Scan Finger printing	248	0	248	250	0	250	253	0	253
5878 Testing & Assessments	24,106	0	24,106	24,347	0	24,347	24,590	0	24,590
5880 Instructional Vendors & Consultants	1,815,484	0	1,815,484	1,833,639	0	1,833,639	1,851,975	0	1,851,975
5890 Misc Other Outside Services	9,610	0	9,610	9,706	0	9,706	9,803	0	9,803
5930 Postage	8,308	0	8,308	8,391	0	8,391	8,475	0	8,475
5940 Technology Services	97,898	11,672	109,570	98,877	11,789	110,666	99,866	11,907	111,772
TTL Services & Operations	2,878,633	365,762	3,244,395	2,907,419	369,420	3,276,839	2,936,493	373,114	3,309,607
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	11,739,020	2,957,249	14,696,269	11,788,132	2,962,911	14,751,042	11,837,734	2,968,629	14,806,363
Description	FY2024-25 Warner Unrestricted	FY2024-25 Warner Restricted	FY2024-25 Warner Combined	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined
Revenues less Expenditures (Net Revenues)	19,033	0	19,033	133,866	0	133,866	227,394	0	227,394
Beginning Fund Balance-Unaudited Actuals	3,912,345	1,471,054	5,383,399	3,931,378	1,471,054	5,402,432	4,065,244	1,471,054	5,536,298
ENDING BALANCE	3,931,378	1,471,054	5,402,432	4,065,244	1,471,054	5,536,298	4,292,638	1,471,054	5,763,692
ENDING BALANCE AS % OF EXPENDITURES	33.49%	49.74%	36.76%	34.49%	49.65%	37.53%	36.26%	49.55%	38.93%

Description - Helendale	FY2024-25 Helendale Unrestricted	FY2024-25 Helendale Restricted	FY2024-25 Helendale Combined	FY2025-26 Helendale Unrestricted	FY2025-26 Helendale Restricted	FY2025-26 Helendale Combined	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined
Projected P-2 ADA			641.00			647.41			653.88
COLA			1.07%			0.00%			0.00%
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	7,541,530	0	7,541,530	7,563,792	0	7,563,792	7,640,670	0	7,640,670
8012 Education Protection Account	128,200	0	128,200	129,482	0	129,482	130,777	0	130,777
8096 Funding in Lieu of Property Taxes	124,172	0	124,172	124,172	0	124,172	124,172	0	124,172
TTL General Purpose Entitlement	7,793,902	0	7,793,902	7,817,446	0	7,817,446	7,895,619	0	7,895,619
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	86,880	86,880	0	87,749	87,749	0	88,626	88,626
8290 Other Federal Revenue	0	106,672	106,672	0	107,739	107,739	0	108,816	108,816
TTL Federal Revenue	0	193,552	193,552	0	195,488	195,488	0	197,442	197,442
Other State Revenue									
8311 AB602 State SpEd Revenue	0	504,300	504,300	0	509,343	509,343	0	514,436	514,436
8550 Mandated Cost Reimbursements	19,508	0	19,508	19,657	0	19,657	19,853	0	19,853
8560 State Lottery Revenue	112,391	184,642	297,033	113,246	186,045	299,291	114,378	187,906	302,284
8590 Other State Revenue	0	353,911	353,911	0	357,450	357,450	0	361,025	361,025
TTL Other State Revenue	131,900	1,042,853	1,174,753	132,902	1,052,838	1,185,741	134,231	1,063,367	1,197,598
Other Local Revenue									
8660 Interest Income	76,000	0	76,000	76,760	0	76,760	77,528	0	77,528
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-385,672	385,672	0	-376,073	376,073	0	-365,934	365,934	0
TTL Other Local Revenue	-309,672	385,672	76,000	-299,313	376,073	76,760	-288,406	365,934	77,528
TTL REVENUES	7,616,130	1,622,077	9,238,207	7,651,035	1,624,399	9,275,434	7,741,444	1,626,743	9,368,187
EXPENDITURES:									
1000 - Certificated Salaries		0	0						
1100 Teacher Compensation	2,225,186	418,122	2,643,308	2,225,186	418,122	2,643,308	2,225,186	418,122	2,643,308
1200 Student Support	212,969	235,483	448,452	212,969	235,483	448,452	212,969	235,483	448,452
1300 Certificated Administrators	432,444	201,890	634,334	432,444	201,890	634,334	432,444	201,890	634,334
1900 Other Certificated Salaries	0	0	0	0	0	0	0	0	0
TTL Certificated Salaries	2,870,599	855,495	3,726,094	2,870,599	855,495	3,726,094	2,870,599	855,495	3,726,094
2000 - Non - Certificated Salaries		0	0						
2100 Instructional Aides	0	60,872	60,872	0	60,872	60,872	0	60,872	60,872
2300 Classified Administrators	216,959	0	216,959	216,959	0	216,959	216,959	0	216,959
2400 Clerical & Technical Staff	288,484	26,414	314,898	288,484	26,414	314,898	288,484	26,414	314,898
TTL Non - Certificated Salaries	505,443	87,286	592,729	505,443	87,286	592,729	505,443	87,286	592,729
3000 - Employee Benefits		0	0						
3101 STRS Certificated	546,869	281,603	828,472	546,869	281,603	828,472	546,869	281,603	828,472
3300 OASDI/Medicare	81,537	19,337	100,874	81,537	19,337	100,874	81,537	19,337	100,874

3400 Health and Welfare	382,356	110,175	492,531	382,356	110,175	492,531	382,356	110,175	492,531
3500 Unemployment Insurance	7,279	8,597	15,876	7,279	8,597	15,876	7,279	8,597	15,876
3600 Workers' Comp Certificated	16,571	4,599	21,170	16,571	4,599	21,170	16,571	4,599	21,170
3901 Other Benefits	67,866	22,825	90,691	67,866	22,825	90,691	67,866	22,825	90,691
TTL Employee Benefits	1,102,478	447,136	1,549,614	1,102,478	447,136	1,549,614	1,102,478	447,136	1,549,614
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	646,311	61,112	707,423	652,774	61,723	714,497	659,302	62,340	721,642
4300 Materials & Supplies	16,034	59,669	75,703	16,194	60,266	76,460	16,356	60,868	77,225
4310 Instructional Materials	618,340	0	618,340	624,524	0	624,524	630,769	0	630,769
4320 Office Supplies	0	0	0	0	0	0	0	0	0
4330 Meals & Events	0	0	0	0	0	0	0	0	0
4350 Other Supplies - Materials & Supplies	41,040	0	41,040	41,450	0	41,450	41,865	0	41,865
4400 Non - Capitalized Equipment - Staff	0	0	0	0	0	0	0	0	0
TTL Books/Supplies/Materials	1,321,726	120,781	1,442,507	1,334,943	121,989	1,456,932	1,348,292	123,209	1,471,501
5000 - Services & Operations									
5100 Subagreements For Services	0	25,431	25,431	0	25,685	25,685	0	25,942	25,942
5200 Travel & Conferences	2,660	32,870	35,530	2,687	33,199	35,885	2,713	33,531	36,244
5210 Mileage Reimbursements	0	0	0	0	0	0	0	0	0
5300 Dues & Memberships	4,590	21,660	26,250	4,636	21,877	26,513	4,683	22,095	26,778
5400 Insurance	48,676	0	48,676	49,163	0	49,163	49,655	0	49,655
5610 Facility Rents & Leases	41,453	0	41,453	41,868	0	41,868	42,287	0	42,287
5800 Professional Services - Non - instructional	30,400	24,264	54,664	30,704	24,507	55,211	31,011	24,752	55,763
5810 Legal	114,000	0	114,000	115,140	0	115,140	116,291	0	116,291
5820 Audit & CPA	11,654	0	11,654	11,770	0	11,770	11,888	0	11,888
5830 Non-Instructional Software Licenses/Fees	125,590	0	125,590	126,846	0	126,846	128,114	0	128,114
5840 Advertising & Recruitment	38,836	0	38,836	39,224	0	39,224	39,617	0	39,617
5841 Community Marketing	13,300	0	13,300	13,433	0	13,433	13,567	0	13,567
5850 Oversight Fees	134,537	0	134,537	135,882	0	135,882	137,241	0	137,241
5870 Live Scan Finger printing	152	0	152	154	0	154	155	0	155
5878 Testing & Assessments	14,774	0	14,774	14,922	0	14,922	15,071	0	15,071
5880 Instructional Vendors & Consultants	1,112,716	0	1,112,716	1,123,843	0	1,123,843	1,135,082	0	1,135,082
5890 Misc Other Outside Services	5,890	0	5,890	5,949	0	5,949	6,008	0	6,008
5930 Postage	5,092	0	5,092	5,143	0	5,143	5,194	0	5,194
5940 Technology Services	60,002	7,154	67,156	60,602	7,226	67,828	61,208	7,298	68,506
TTL Services & Operations	1,764,323	111,379	1,875,702	1,781,967	112,493	1,894,459	1,799,786	113,618	1,913,404
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	7,564,569	1,622,077	9,186,646	7,595,429	1,624,399	9,219,828	7,626,598	1,626,743	9,253,342
Description	FY2024-25 Helendale Unrestricted	FY2024-25 Helendale Restricted	FY2024-25 Helendale Combined	FY2025-26 Helendale Unrestricted	FY2025-26 Helendale Restricted	FY2025-26 Helendale Combined	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined
Revenues less Expenditures (Net Revenues)	51,561	0	51,561	55,606	0	55,606	114,845	0	114,845
Beginning Fund Balance-Unaudited Actuals	1,844,850	919,965	2,764,815	1,896,411	919,965	2,816,376	1,952,017	919,965	2,871,982
ENDING BALANCE	1,896,411	919,965	2,816,376	1,952,017	919,965	2,871,982	2,066,863	919,965	2,986,828
ENDING BALANCE AS % OF EXPENDITURES	25.07%	56.72%	30.66%	25.70%	56.63%	31.15%	27.10%	56.55%	32.28%

DESCRIPTION	FY2024-25 Adopted Budget	FY2025-26 Adopted Budget	FY2026-27 Adopted Budget
	COMBINED	COMBINED	COMBINED
Projected P-2 ADA	1,644.00	1,660.44	1,677.04
COLA	1.07%	0.00%	0.00%
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	18,580,499	18,749,897	18,946,468
8012 Education Protection Account	328,800	332,088	335,409
8096 Funding in Lieu of Property Taxes	907,310	907,310	907,310
TTL General Purpose Entitlement	19,816,609	19,989,295	20,189,187
Federal Revenue			
8181 Federal IDEA SpEd Revenue	263,876	266,090	268,751
8290 Other Federal Revenue	269,929	272,236	274,959
TTL Federal Revenue	533,805	538,326	543,710
Other State Revenue			
8311 AB602 State SpEd Revenue	1,531,682	1,544,533	1,559,978
8550 Mandated Cost Reimbursements	51,336	51,726	52,244
8560 State Lottery Revenue	781,666	787,607	795,483
8590 Other State Revenue	1,038,411	1,047,152	1,057,624
TTL Other State Revenue	3,403,095	3,431,018	3,465,329
Other Local Revenue			
8660 Interest Income	200,000	201,702	203,719
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0

TTL Other Local Revenue	200,000	201,702	203,719
TTL REVENUES	23,953,509	24,160,342	24,401,945
EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	6,986,191	6,986,191	6,986,191
1200 Student Support	1,071,165	1,071,165	1,071,165
1300 Certificated Administrators	1,624,562	1,624,562	1,624,562
1900 Other Certificated Salaries	0	0	0
TTL Certificated Salaries	9,681,918	9,681,918	9,681,918
2000 - Non - Certificated Salaries			
2100 Instructional Aides	160,190	160,190	160,190
2300 Classified Administrators	570,945	570,945	570,945
2400 Clerical & Technical Staff	828,680	828,680	828,680
TTL Non - Certificated Salaries	1,559,815	1,559,815	1,559,815
3000 - Employee Benefits			
3101 STRS Certificated	1,934,353	1,934,353	1,934,353
3300 OASDI/Medicare	266,080	266,080	266,080
3400 Health and Welfare	1,300,577	1,300,577	1,300,577
3500 Unemployment Insurance	42,621	42,621	42,621
3600 Workers' Comp Certificated	55,916	55,916	55,916
3901 Other Benefits	246,100	246,100	246,100
TTL Employee Benefits	3,845,647	3,845,647	3,845,647
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	1,788,824	1,806,712	1,824,779
4300 Materials & Supplies	213,403	215,537	217,692
4310 Instructional Materials	1,565,211	1,580,863	1,596,672
4320 Office Supplies	0	0	0
4330 Meals & Events	0	0	0
4350 Other Supplies - Materials & Supplies	108,000	109,080	110,171

4400 Non - Capitalized Equipment - Staff	0	0	0
TTL Books/Supplies/Materials	3,675,438	3,712,192	3,749,314
5000 - Services & Operations			
5100 Subagreements For Services	253,594	256,130	258,691
5200 Travel & Conferences	93,500	94,435	95,379
5210 Mileage Reimbursements	0	0	0
5300 Dues & Memberships	69,080	69,771	70,469
5400 Insurance	128,096	129,377	130,671
5610 Facility Rents & Leases	109,088	110,179	111,281
5800 Professional Services - Non - instructional	141,221	142,633	144,060
5810 Legal	300,000	303,000	306,030
5820 Audit & CPA	30,668	30,975	31,284
5830 Non-Instructional Software Licenses/Fees	330,500	333,805	337,143
5840 Advertising & Recruitment	102,200	103,222	104,254
5841 Community Marketing	35,000	35,350	35,704
5850 Oversight Fees	354,044	357,584	361,160
5870 Live Scan Finger printing	400	404	408
5878 Testing & Assessments	38,880	39,269	39,661
5880 Instructional Vendors & Consultants	2,928,200	2,957,482	2,987,057
5890 Misc Other Outside Services	15,500	15,655	15,812
5930 Postage	13,400	13,534	13,669
5940 Technology Services	176,726	178,493	180,278
TTL Services & Operations	5,120,097	5,171,298	5,223,011
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	23,882,915	23,970,870	24,059,705

Description	FY2024-25 Adopted Budget	FY2025-26 Adopted Budget	FY2026-27 Adopted Budget
Revenues less Expenditures (Net Revenues)	70,594	189,472	342,239
		0	0
Beginning Fund Balance-Unaudited Actuals	8,148,214	8,218,808	8,408,280
ENDING BALANCE	8,218,808	8,408,280	8,750,519
ENDING BALANCE AS % OF EXPENDITURES	34.41%	35.08%	36.37%



Excel Academy Charter School-Helendale's estimated 2024-25 EPA entitlement is \$128,200. 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%	\$128,200
Total:	100%	100%	\$128,200

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	1.25	1000/1100	\$128,200
Totals	1.25	1000/1100	\$128,200

The following summary shows the fiscal year 2025, 2026, and 2027 revenue and expenditure calculations:

Excel Academy Charter School - Helendale	
Education Protection Account Spending Summary	
2024-25 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	\$128,200
EPA Expenditures on Teacher Salaries & Benefits:	\$128,200
Unspent 2024-25 EPA Revenues:	-

2025-26 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$129,482
EPA Expenditures on Teacher Salaries & Benefits:	\$129,482
Unspent 2025-26 EPA Revenues:	-
2026-27 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$130,777
EPA Expenditures on Teacher Salaries & Benefits:	\$130,777
Unspent 2026-27 EPA Revenues:	-
EPA Requirements Met in Each Year?	YES



Excel Academy Charter School-Warner's estimated 2024-25 EPA entitlement is \$200,600. 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%	\$200,600
Total:	100%	100%	\$200,600

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.25	1000/1100	\$200,600
Totals	2.25	1000/1100	\$200,600

The following summary shows the fiscal year 2025, 2026, and 2027 revenue and expenditure calculations:

Excel Academy Charter School - Warner	
Education Protection Account Spending Summary	
2024-25 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	\$200,600
EPA Expenditures on Teacher Salaries & Benefits:	\$200,600
Unspent 2024-25 EPA Revenues:	-

2025-26 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$202,606
EPA Expenditures on Teacher Salaries & Benefits:	\$202,606
Unspent 2025-26 EPA Revenues:	-
2026-27 Fiscal Year:	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$204,632
EPA Expenditures on Teacher Salaries & Benefits:	\$204,632
Unspent 2026-27 EPA Revenues:	-
EPA Requirements Met in Each Year?	YES



ACTION: Warner - APPROVAL OF 2024-25 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, the Proposition 55 Tax extension amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent are provided to K-12 Education and 11 percent to community colleges.

EPA funds are proposed to cover non-administrative certificated staff's salary and benefit costs. Their share of costs determines the percentage of funds used per group to the general fund. The 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's estimated 2024-25 EPA entitlement is \$200,600, Warner. The 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%	\$200,600
Total:	100%	100%	\$200,600

Expenditures by Function - Detail

Certificated Positions			
Classroom Salaries	Teacher	2.25	1000/1100
Totals		2.25	1000/1100

EPA Requirements Met?	YES
-----------------------	-----

RECOMMENDATION:

Staff requests that the Board approve the 2024-25 Education Protection Account (EPA) plan.

FINANCIAL IMPACT:

Proposition 30 and Proposition 55 fund the Education Protection Account, increase the Charter's revenues to provide more credentialed teaching resources for students and positively impact the charter's revenue stream.



ACTION: HELENDALE - APPROVAL OF 2024-25 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, the Proposition 55 Tax extension amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent are provided to K-12 Education and 11 percent to community colleges.

It is proposed that EPA funds be used to cover non-administrative certificated staff's salary and benefit costs. Their share of costs determines the percentage of funds used per group to the general fund. The 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's estimated 2024-25 EPA entitlement is \$128,200 Helendale. The 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%	\$128,200
Total:	100%	100%	\$128,200

Expenditures by Funcon - Detail

Certificated Positions			
Classroom Salaries	Teacher	1.25	1000/1100 \$128,200
Totals		1.25	1000/1100 \$128,200

EPA Requirements Met?	YES
------------------------------	------------

RECOMMENDATION:

Staff requests that the Board approve the 2024-25 Education Protection Account (EPA) plan.

FINANCIAL IMPACT:

Proposition 30 and Proposition 55 fund the Education Protection Account, increase the Charter's revenues to provide more credentialed teaching resources for students and positively impact the charter's revenue stream.



ACTION: APPROVAL OF 2022-23 EPA Plan Actuals

RECOMMENDATION:

Staff requests that the Board approve the 2022-23 Education Protection Account (EPA) plan actuals as stated below.

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, a Tax extension, amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent are 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. The percentage of funds used per group is determined by their share of costs 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 2022-23 EPA entitlement is \$109,182 Helendale.

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%	\$109,182
Total:	100%	100%	\$109,182

Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	1.25	1000/1100	\$109,182
Totals	1.25	1000/1100	\$ 109,182

EPA Requirements Met?	YES
-----------------------	-----

FINANCIAL IMPACT:

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



ACTION: APPROVAL OF 2022-23 EPA Plan Actuals

RECOMMENDATION:

Staff requests that the Board approve the 2022-23 Education Protection Account (EPA) plan actuals as stated below.

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, a Tax extension, amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent are 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. The percentage of funds used per group is determined by their share of costs 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 2022-23 EPA entitlement is \$211,002, 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%	\$211,002
Total:	100%	100%	\$211,002

Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.25	1000/1100	\$211,002
Totals	2.25	1000/1100	\$ 211,002

EPA Requirements Met?	YES
-----------------------	-----

FINANCIAL IMPACT:

Proposition 30 and Proposition 55 fund the Education Protection Account, increase the charter’s revenues to provide more credentialed teaching resources for students, and positively impact the charter’s revenue stream.



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 [2024-25]

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 (EACS) 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. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. 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. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and

weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS 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 committed to ongoing improvement. EACS 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. According to the California Department of Education's DataQuest, in 2023-2024 Excel Academy Charter School - Helendale reported an enrollment of 602 students. This includes the enrollment of 49% socio-economically disadvantaged, 4.4% English Learners, 12% Special Education, .6% Homeless, and .3% Foster Youth. 45.2% 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:

We are all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

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

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Results

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2023-2024 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 72.2% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew over 12% since the first diagnostic in September. 63.1% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 18% 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.

25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading.

63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

The 2022-2023 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math.

60% of students met or exceeded standards in ELA. There is a 1% increase from the 2021-2022 test scores.

48% of students met or exceeded standards in math. The percentage remained the same from the 2021-2022 test scores.

In comparison to 59 charter schools with similar demographics and enrollment, EACS ranked 7th overall in ELA and 4th overall in math.

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

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, students had access to: Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, Care Solace surveys to better support mental health, theater productions, Coder-Z, eSports, chess club, and Student Council programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 39% of students in English Language Development (ELD) classes grew by one or

more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

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. EACS introduced additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS 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. EACS will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon. The Administrative and Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for the upcoming school year. Parent education will remain a significant focus and an additional Parent Power-Up will be offered in the spring. The 2023-2024 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and first Parent Power-Up.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS 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, EACS 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 on all required internal and state assessments and to improve test scores by 2% each year.

4) 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. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can 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 the 2024-2025 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Administrators (Executive Director, Director of Operations, Director of Business Services, Director of Assessment and Accountability, Director of Special Education, Elementary Principal, Secondary Principal, Assistant Director of Human Resources) - Meetings	Administrators meet bi-monthly - purpose to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential Principals offer opportunities for educational partner engagement - Examples - "Meet the Principals," Coffee with the Principals Assessment results, curriculum choices, broad course of study, parent education, ADA, graduation, CA Dashboard outcomes, etc. contribute and influence the development of the LCAP
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs met monthly (comprised of all elementary, secondary, and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps

Educational Partner(s)	Process for Engagement
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes.
Educational Partner Input Surveys	Staff surveys Parent/Student surveys Feedback from educational partners influence the development of the LCAP
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

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

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

- 1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
- 2) Updated the EACS LCAP and BOP on the website

- 3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Spring Parent Power-Up (Spring PAC meeting, breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered "Coffee with the Principals" to provide school administrators with input about EACS that drives the LCAP development process
- 5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
- 6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
- 7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
- 8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
- 9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
- 10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
- 11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
- 12) LCAP was presented to the ELAC on May 22, 2024 and SSC on May 23, 2024 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

- 1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
- 2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
- 3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
- 4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
- 5) Expanding learning opportunities for foster youth, EL, and socio-economically disadvantaged students
Improving ELA and math performance for all students and build English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 6) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
- 7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates

8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing) and the chess club

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	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 2023-2023 CAASPP data. 60% met or exceeded standards 22% nearly met standards 18% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and county test score percentages.	
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP data. 48% met or exceeded standards 28% nearly met standards 24% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.	
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready ELA Spring Scores ALL Tier 1: 72.2% Tier 2: 14.8% Tier 3: 13% English Learners Tier 1: 50% Tier 2: 15% Tier 3: 35% Economically Disadvantaged Tier 1: 66% Tier 2: 15% Tier 3: 19% Students with IEPs Tier 1: 32% Tier 2: 19% Tier 3: 49%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready Math Spring Scores ALL Tier 1: 63.1% Tier 2: 22.5% Tier 3: 14.3% English Learners Tier 1: 43% Tier 2: 33% Tier 3: 24% Economically Disadvantaged Tier 1: 58% Tier 2: 24% Tier 3: 19% Students with IEPs Tier 1: 31% Tier 2: 20% Tier 3: 49%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	A baseline will be developed from 2023-2024 Summative ELPAC data.			Increase number of RFEP students annually based on the Summative ELPAC score reports	
1.6	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 local indicator outcomes			Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					developed with local indicator outcomes	
1.7	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	
1.8	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 CA 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 	\$7,851,115.00	No

Action #	Title	Description	Total Funds	Contributing
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 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+.	\$50,831.00	No
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 teacher 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 teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s).	\$18,064.00	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.	\$5,526.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data			Continue to maintain or decrease Chronic Absenteeism rate of .01%	
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate			Maintain 0% expulsion rate each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Strive for 0% suspension rate each year	0% Suspension Rate			Maintain 0% suspension rate each year	
2.4	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$33,936.00	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.	\$99,220.00	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.	\$19,950.00	No
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.	\$38,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	<p>Overall Satisfaction Report: Based on 351 parent/guardian responses:</p> <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</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. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that</p>			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates			Consistent plan and review process	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS 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 EACS 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.	\$253,994.00	Yes
3.3	School Climate	3.3 EACS 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.	\$52,212.00	No
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$35,951.00	No
3.5	School Climate and School Safety	3.5 EACS 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 Translating Services	3.6 EACS will provide 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.	\$0.00	Yes
3.7	School Operating Services	3.7 EACS' 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2023-2024 data			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$6,718.00	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.	\$175,104.00	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.	\$518,700.00	No
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.	\$15,436.00	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.	\$11,889.00	No

Action #	Title	Description	Total Funds	Contributing
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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$704,165	\$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
9.035%	0.000%	\$0.00	9.035%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope:</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs within ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	<p>Action: Parent Training</p> <p>Need: Parents - Home Educators</p> <p>Scope: LEA-wide</p>	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples
1.7	<p>Action: Student Monitoring and Support</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.2	<p>Action: Educational Partner Partnerships</p> <p>Need: Administrators, teachers, staff, parents, students, governing board, community/public</p> <p>Scope: LEA-wide</p>	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Growth and progress analysis from the teachers assigned to the students
3.6	<p>Action: Communication and Translating Services</p> <p>Need: Educational Partners - Parents, guardians, students</p> <p>Scope: LEA-wide</p>	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.4	<p>Action: Testing</p> <p>Need: All students including low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Director of Assessment and Accountability Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	<p>Action: Testing</p> <p>Need: Low-income pupils and foster youth</p> <p>Scope: LEA-wide</p>	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.</p>	<p>i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results</p> <p>Documentation of progress from the SST and IEP teams</p> <p>Growth and progress analysis from the teachers assigned to the students</p>

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

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.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,793,902	704,165	9.035%	0.000%	9.035%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,742,341.00	\$1,174,753.00	\$76,000.00	\$193,552.00	\$9,186,646.00	\$5,868,437.00	\$3,318,209.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All	No				2022-25							
1	1.2	Student Monitoring	English Foster Low Learners Youth Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2022-25							
1	1.3	Broad Course of Study	All	No				2022-25	\$5,214,600.00	\$2,636,515.00	\$6,531,120.00	\$1,080,564.00	\$76,000.00	\$163,431.00	\$7,851,115.00
1	1.4	Professional Development	All	No				2022-25	\$6,769.00	\$44,062.00		\$35,530.00		\$15,301.00	\$50,831.00
1	1.5	Parent Training	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25							
1	1.6	Grade Level Curriculum and Instruction	All	No				2022-25							
1	1.7	Student Monitoring and Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$14,820.00	\$3,244.00		\$3,244.00		\$14,820.00	\$18,064.00
1	1.8	Needs Assessment - Data Analysis	All	No				2022-25	\$0.00	\$5,526.00		\$5,526.00			\$5,526.00
2	2.1	School Climate and Student Engagement	All	No				2022-25	\$33,936.00	\$0.00	\$33,936.00				\$33,936.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Certificated and Classified Salaries and Benefits	All		No				2022-25	\$99,220.00	\$0.00	\$99,220.00				\$99,220.00
2	2.3	Educational Partner Communication	All		No				2022-25	\$0.00	\$19,950.00	\$19,950.00				\$19,950.00
2	2.4	Technology	All		No				2022-25	\$0.00	\$38,000.00		\$38,000.00			\$38,000.00
2	2.5	Professional Development	All		No				2022-25							
3	3.1	Educational Partner Engagement	All		No				2022-25							
3	3.2	Educational Partner Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$253,994.00	\$0.00	\$253,994.00				\$253,994.00
3	3.3	School Climate	All		No				2022-25	\$0.00	\$52,212.00	\$52,212.00				\$52,212.00
3	3.4	Student Services	All		No				2022-25	\$35,951.00	\$0.00	\$35,951.00				\$35,951.00
3	3.5	School Climate and School Safety	All		No				2022-25							
3	3.6	Communication and Translating Services	English	Learners	Yes	LEA-wide	English Learners	All Schools	2022-25	\$0.00	\$0.00	\$0.00				\$0.00
3	3.7	School Operating Services	All		No				2022-25							
4	4.1	College and Career Readiness and Career Technical Education	All		No				2022-25	\$6,718.00	\$0.00	\$6,718.00				\$6,718.00
4	4.2	High School Graduation	All		No				2022-25	\$175,104.00	\$0.00	\$175,104.00				\$175,104.00
4	4.3	High School Curriculum and Instruction	All		No				2022-25	\$0.00	\$518,700.00	\$518,700.00				\$518,700.00
4	4.4	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$15,436.00	\$0.00	\$15,436.00				\$15,436.00
4	4.5	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	A-G and Career Technical Education Courses	All	No				2022-25	\$11,889.00	\$0.00		\$11,889.00			\$11,889.00
4	4.7	Needs Assessment - Data Analysis	All	No				2022-25							

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,793,902	704,165	9.035%	0.000%	9.035%	\$269,430.00	0.000%	3.457 %	Total:	\$269,430.00
								LEA-wide Total:	\$269,430.00
								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	1.5	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		
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,994.00	
3	3.6	Communication and Translating Services	Yes	LEA-wide	English Learners	All Schools	\$0.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,436.00	

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		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,358,118.00	\$7,359,218.00

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	\$6,267,670.00	\$6,147,379.00
1	1.4	Professional Development	No	\$49,640.00	\$42,382.00
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$31,378.00	\$30,100.00
1	1.8	Needs Assessment - Data Analysis	No	\$4,945.00	\$4,945.00
2	2.1	School Climate and Student Engagement	No	\$27,922.00	\$27,166.00
2	2.2	Certificated and Classified Salaries and Benefits	No	\$83,136.00	\$97,962.00

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	\$12,488.00	\$12,488.00
2	2.4	Technology	No	\$68,000.00	\$47,709.00
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$213,551.00	\$256,994.00
3	3.3	School Climate	No	\$33,870.00	\$32,150.00
3	3.4	Student Services	No	\$31,572.00	\$37,417.00
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	\$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	\$4,000.00
4	4.2	High School Graduation	No	\$107,374.00	\$163,410.00
4	4.3	High School Curriculum and Instruction	No	\$322,034.00	\$359,920.00

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	4.4	Testing	Yes	\$76,742.00	\$75,600.00
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No	\$16,346.00	\$16,346.00
4	4.7	Needs Assessment - Data Analysis	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$621,189.00	\$309,496.00	\$352,939.00	(\$43,443.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	\$15,953.00	\$15,953.00		
3	3.2	Educational Partner Partnerships	Yes	\$213,551.00	\$256,994.00		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	\$3,250.00		
4	4.4	Testing	Yes	\$76,742.00	\$76,742.00		
4	4.5	Testing	Yes				

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$621,189.00	0.00	0.000%	\$352,939.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Excel Academy Charter School (EACS) 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. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. 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. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and

weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS 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 committed to ongoing improvement. EACS 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. According to the California Department of Education's DataQuest, in 2023-2024 Excel Academy Charter School - Warner reported an enrollment of 967 students. This includes the enrollment of 42% socio-economically disadvantaged, 3.7% English Learners, 9.7% Special Education, .3% Homeless, and .5% Foster Youth. 33.1% 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:

We are all about CHOICE:

C: Compassion, Creativity, Collaboration, Challenge, & Confidence

H: Helpful, Hands-On, Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

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

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Results

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessments, were administered to measure student progress in the fall, winter, and spring during the 2023-2024 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of

students in tiers 2 & 3 (one or more grade levels below the current grade level). 74.7% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew over 11% since the first diagnostic in September. 68.8% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 18% 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.

25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading.

63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

The 2022-2023 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math.

66% of students met or exceeded standards in ELA. The percentage remained the same from the 2021-2022 test scores.

56% of students met or exceeded standards in math. There is a 2% increase from the 2021-2022 test scores.

In comparison to 59 charter schools with similar demographics and enrollment, EACS ranked 3rd overall in ELA and 1st overall in math.

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

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, students had access to: Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, Care Solace surveys to better support mental health, theater productions, Coder-Z, eSports, chess club, and Student Council programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 39% of students in English Language Development (ELD) classes grew by one or more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

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. EACS introduced additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS 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. EACS will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon. The Administrative and Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for the upcoming school year. Parent education will remain a significant focus and an additional Parent Power-Up will be offered in the spring. The 2023-2024 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and first Parent Power-Up.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS 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, EACS 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 on all required internal and state assessments and to improve test scores by 2% each year.

4) 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. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can 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 the 2024-2025 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Administrators (Executive Director, Director of Operations, Director of Business Services, Director of Assessment and Accountability, Director of Special Education, Elementary Principal, Secondary Principal, Assistant Director of Human Resources) - Meetings	Administrators meet bi-monthly - purpose to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential Principals offer opportunities for educational partner engagement - Examples - "Meet the Principals," Coffee with the Principals Assessment results, curriculum choices, broad course of study, parent education, ADA, graduation, CA Dashboard outcomes, etc. contribute and influence the development of the LCAP
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs met monthly (comprised of all elementary, secondary, and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps

Educational Partner(s)	Process for Engagement
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes
Educational Partner Input Surveys	Staff surveys Parent/Student surveys Feedback from educational partners influence the development of the LCAP
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

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

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

- 1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
- 2) Updated the EACS LCAP and BOP on the website

- 3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Spring Parent Power-Up (Spring PAC meeting, breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered "Coffee with the Principals" to provide school administrators with input about EACS that drives the LCAP development process
- 5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
- 6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
- 7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
- 8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
- 9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
- 10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
- 11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
- 12) LCAP was presented to the ELAC on May 22, 2024 and SSC on May 23, 2024 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

- 1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
- 2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
- 3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
- 4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
- 5) Expanding learning opportunities for foster youth, EL, and socio-economically disadvantaged students
Improving ELA and math performance for all students and build English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 6) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
- 7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates

8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing) and the chess club

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	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 2023-2023 CAASPP data. 66% met or exceeded standards 20% nearly met standards 14% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP data. 56% met or exceeded standards 25% nearly met standards 19% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready ELA Spring Scores ALL Tier 1: 74.7% Tier 2: 15% Tier 3: 10.3% English Learners Tier 1: 67% Tier 2: 27% Tier 3: 6% Economically Disadvantaged Tier 1: 68% Tier 2: 20% Tier 3: 12% Students w/ IEPs Tier 1: 47% Tier 2: 15% Tier 3: 38%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.4	i-Ready Math Increase the number of students that have met	2024 i-Ready Math Fall Scores ALL			Increase the number of students that have	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or exceeded grade level proficiency by 2% each year.	Tier 1: 68.8% Tier 2: 19%% Tier 3: 12.3% English Learners Tier 1: 52% Tier 2: 33% Tier 3: 15% Economically Disadvantaged Tier 1: 63% Tier 2: 21% Tier 3: 16% Students w/ IEPs Tier 1: 42% Tier 2: 11% Tier 3: 47%			met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	A baseline will be developed from 2023-2024 Summative ELPAC data.			Increase number of RFEP students annually based on the Summative ELPAC score reports	
1.6	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 local indicator outcomes			Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	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	
1.8	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 CA 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 	\$12,533,102.00	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 curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN)	\$76,777.00	No

Action #	Title	Description	Total Funds	Contributing
		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 teacher 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 teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s).	\$51,440.00	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.	\$9,016.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data			Continue to maintain or decrease Chronic Absenteeism rate of .01%	
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate			Maintain 0% expulsion rate each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Strive for 0% suspension rate each year	0% Suspension Rate			Maintain 0% suspension rate each year	
2.4	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$55,369.00	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.	\$161,886.00	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.	\$32,550.00	No
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.	\$62,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Excel Academy Charter School (EACS) 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.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%			Maintain or increase by 2%	
3.2	State Local Indicator Priority 6:	Overall Satisfaction Report: Based on 351			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Overall Satisfaction Rate Survey Results</p> <p>Maintain or increase by 2% each year</p>	<p>parent/guardian responses:</p> <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</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. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates			Consistent plan and review process	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS 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 EACS 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.	\$419,305.00	Yes
3.3	School Climate	3.3 EACS 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.	\$85,188.00	No
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$58,656.00	No
3.5	School Climate and School Safety	3.5 EACS 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 EACS will provide 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.	\$0.00	Yes
3.7	School Operating Services	3.7 EACS' 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU prepared			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$10,961.00	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.	\$285,697.00	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.	\$846,300.00	No
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.	\$3,844.00	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.	\$23,211.00	No

Action #	Title	Description	Total Funds	Contributing
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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$928,056	\$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
8.365%	2.916%	\$312,580.00	11.281%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope:</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	<p>Action: Parent Training</p> <p>Need: Parents - Home Educators</p> <p>Scope: LEA-wide</p>	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples
1.7	<p>Action: Student Monitoring and Support</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.2	<p>Action: Educational Partner Partnerships</p> <p>Need: Administrators, teachers, staff, parents, students, governing board, community/public</p> <p>Scope: LEA-wide</p>	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Growth and progress analysis from the teachers assigned to the students
3.6	<p>Action: Communication and Translation Services</p> <p>Need: Educational Partners - Parents, guardians, students</p> <p>Scope: LEA-wide</p>	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.4	<p>Action: Testing</p> <p>Need: All students including low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Director of Assessment and Accountability Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	<p>Action: Testing</p> <p>Need: Low-income pupils and foster youth</p> <p>Scope: LEA-wide</p>	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.</p>	<p>i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students</p>

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

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.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,094,651	928,056	8.365%	2.916%	11.281%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,022,707.00	\$2,228,342.00	\$124,000.00	\$340,253.00	\$14,715,302.00	\$9,218,943.00	\$5,496,359.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All	No				2022-2025							
1	1.2	Student Monitoring	English Foster Low Learners Youth Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2022-2025							
1	1.3	Broad Course of Study	All	No				2022-2025	\$8,200,014.00	\$4,333,088.00	\$10,147,281.00	\$2,084,825.00	\$124,000.00	\$176,996.00	\$12,533,102.00
1	1.4	Professional Development	All	No			All Schools	2022-2025	\$0.00	\$76,777.00	\$0.00	\$49,290.00	\$0.00	\$27,487.00	\$76,777.00
1	1.5	Parent Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2022-2025							
1	1.6	Grade Level Curriculum and Instruction	All	No				2022-2025							
1	1.7	Student Monitoring and Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$0.00	\$51,440.00				\$51,440.00	\$51,440.00
1	1.8	Needs Assessment and Data Analysis	All	No				2022-2025	\$0.00	\$9,016.00		\$9,016.00			\$9,016.00
2	2.1	School Climate and Student Engagement	All	No				2022-2025	\$55,369.00	\$0.00	\$55,369.00				\$55,369.00
2	2.2	Certificated and Classified Salaries and Benefits	All	No				2022-2025	\$161,886.00	\$0.00	\$161,886.00				\$161,886.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Educational Partner Communication	All		No				2022-2025	\$0.00	\$32,550.00	\$32,550.00				\$32,550.00
2	2.4	Technology	All		No				2022-2025	\$0.00	\$62,000.00		\$62,000.00			\$62,000.00
2	2.5	Professional Development	All		No				2021-2024							
3	3.1	Educational Partner Engagement	All		No				2022-2025							
3	3.2	Educational Partner Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$419,305.00	\$0.00	\$334,975.00			\$84,330.00	\$419,305.00
3	3.3	School Climate	All		No				2022-2025	\$0.00	\$85,188.00	\$85,188.00				\$85,188.00
3	3.4	Student Services	All		No				2022-2025	\$58,656.00	\$0.00	\$58,656.00				\$58,656.00
3	3.5	School Climate and School Safety	All		No				2022-2025							
3	3.6	Communication and Translation Services	English	Learners	Yes	LEA-wide	English Learners	All Schools	2022-2025	\$0.00	\$0.00	\$0.00				\$0.00
3	3.7	School Operating Services	All		No				2022-2025							
4	4.1	College and Career Readiness and Career Technical Education	All		No				2022-2025	\$10,961.00	\$0.00	\$10,961.00				\$10,961.00
4	4.2	High School Graduation	All		No				2022-2025	\$285,697.00	\$0.00	\$285,697.00				\$285,697.00
4	4.3	High School Curriculum and Instruction	All		No				2022-2025	\$0.00	\$846,300.00	\$846,300.00				\$846,300.00
4	4.4	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$3,844.00	\$0.00	\$3,844.00				\$3,844.00
4	4.5	Testing	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2022-2025							
4	4.6	A-G and Career Technical Education Courses	All		No				2022-2025	\$23,211.00	\$0.00		\$23,211.00			\$23,211.00
4	4.7	Needs Assessment - Data Analysis	All		No				2022-2025							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,094,651	928,056	8.365%	2.916%	11.281%	\$338,819.00	0.000%	3.054 %	Total:	\$338,819.00
								LEA-wide Total:	\$338,819.00
								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	\$0.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide	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	\$334,975.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$0.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,844.00	

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	Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,964,360.00	\$13,472,108.00

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)
startcollapse					
1	1.1	Student Achievement	No		
1	1.2	Student Monitoring	Yes		
1	1.3	Broad Course of Study	No	\$11,849,528.00	\$11,532,204
1	1.4	Professional Development	No	\$96,360.00	\$82,959.00
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$60,910.00	\$27,174.00
1	1.8	Needs Assessment and Data Analysis	No	\$9,600.00	\$9,600.00
2	2.1	School Climate and Student Engagement	No	\$52,202.00	\$41,734.00
2	2.2	Certificated and Classified Salaries and Benefits	No	\$161,382.00	\$154,284.00

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	\$24,241.00	\$24,241.00
2	2.4	Technology	No	\$132,000.00	\$92,611
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$414,540.00	\$348,242.00
3	3.3	School Climate	No	\$65,748.00	\$63,000.00
3	3.4	Student Services	No	\$61,286.00	\$61,286.00
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translation Services	Yes	\$6,308.00	\$6,308.00
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$16,000.00	\$6,500.00
4	4.2	High School Graduation	No	\$208,431.00	\$266,615.00
4	4.3	High School Curriculum and Instruction	No	\$625,124.00	\$610,050.00

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	4.4	Testing	Yes	\$148,970.00	\$145,300.00
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No	\$31,730.00	\$0
4	4.7	Needs Assessment - Data Analysis	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$812,430.00	\$569,818.00	\$499,850.00	\$69,968.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol	lapse						
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes				
3	3.2	Educational Partner Partnerships	Yes	\$414,540.00	\$348,242.00		
3	3.6	Communication and Translation Services	Yes	\$6,308.00	\$6,308.00		
4	4.4	Testing	Yes	\$148,970.00	\$145,300.00		
4	4.5	Testing	Yes				

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,719,774	\$812,430.00	0	7.579%	\$499,850.00	0.000%	4.663%	\$312,580.00	2.916%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> ● Enter the metric number.
Metric
<ul style="list-style-type: none"> ● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023

Coversheet

Adoption of 2024-2025 Local Control and Accountability Plans (LCAP)

Section: VI. Education/Student Services
Item: A. Adoption of 2024-2025 Local Control and Accountability Plans (LCAP)
Purpose: Vote
Submitted by:
Related Material:
2024_LCAP_Annual_Update_for_the_2023-24_Excel_Academy_Charter_School_-_Helendale_20240530_FINAL.pdf
2024_LCAP_Annual_Update_for_the_2023-24_Excel_Academy_Charter_School_-_Warner_20240530_FINAL.pdf
2024_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20240529_FINAL (2).pdf
2024_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Warner_20240529_FINAL (1).pdf
2024_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20240529_FINAL (1).pdf



2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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	2022-2023 CAASPP Overall ELA Scores - Helendale 60% met or exceeded grade level standards 22% 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 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 math CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standard 22% standard nearly met 30% standard not met	2022-2023 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standards 28% standard nearly met 24% standard not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
i-Ready ELA Increase the number of students that have met or exceeded	2021 i-Ready ELA Fall Scores ALL Tier 1: 62.2%	2022 i-Ready ELA Spring Scores ALL Tier 1: 76%	2023 i-Ready ELA Spring Scores ALL Tier 1: 76.3%	2024 i-Ready ELA Spring Scores ALL Tier 1: 72.2%	Decrease Tier III percentage 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.	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%	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%	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%	Tier 2: 14.8% Tier 3: 13% English Learners Tier 1: 50% Tier 2: 15% Tier 3: 35% Economically Disadvantaged Tier 1: 66% Tier 2: 15% Tier 3: 19% Students with IEPs Tier 1: 32% Tier 2: 19% Tier 3: 49%	
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% English Learners Tier 1: 51.9% Tier 2: 25.9% Tier 3: 22.2% Economically Disadvantaged Tier 1: 48.2% Tier 2: 26.6%	2022 i-Ready Math Spring Scores ALL Tier 1: 68.3% Tier 2: 19.6% Tier 3: 12.1% English Learners Tier 1: 65.2% Tier 2: 17.4% Tier 3: 17.4% Economically Disadvantaged Tier 1: 62.6% Tier 2: 21.5%	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%	2024 i-Ready Math Spring Scores ALL Tier 1: 63.1% Tier 2: 22.5% Tier 3: 14.3% English Learners Tier 1: 43% Tier 2: 33% Tier 3: 24% Economically Disadvantaged Tier 1: 58% Tier 2: 24%	Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 3: 25.2% Students w/ IEPs Tier 1: 27.5% Tier 2: 22.5% Tier 3: 50%	Tier 3: 15.9% Students with IEPs Tier 1: 39.7% Tier 2: 19% Tier 3: 41.4%	Tier 3: 12.3% Students with IEPs Tier 1: 30.4% Tier 2: 19.6% Tier 3: 50%	Tier 3: 19% Students with IEPs Tier 1: 31% Tier 2: 20% Tier 3: 49%	
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.	Summative ELPAC results will be published by the state in the summer or fall of 2024.	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 for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	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
		history - social science.	history - social science.	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	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	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

Goal Analysis

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

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

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.

All actions that are aligned to goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures are a reflection of the projected enrollment.

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

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. EACS students surpassed the percentage of students meeting or exceeding grade level standards on the CAASPP. Fall to spring i-Ready data showed significant growth each year across all ELA and math domains. Data was analyzed and interventions were in place to provide students the necessary resources and support to make progress. In 2024, 25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading. 63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring. 73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners (including LTEL students), 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.

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, and Back to School events were provided for all parents. In 2024, a Parent Power-Up was held for parents and students across all grade levels to provide educational workshops for home educators and activities for the students.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the equity-based grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Progress was assessed during learning period meetings and live class sessions with the assigned teachers.

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 teacher.

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 2024, 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.

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%	Cumulative Enrollment as of 2/2/2024 - 622	Maintain an Absenteeism Rate of .01% or lower
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	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	0% Suspension Rate	Maintain 0% Suspension Rate
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.	100% of teachers are appropriately credentialed for the courses they teach.	Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

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. EACS continues to make cultural awareness a priority.

Impact on Student Learning: The increase in 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.

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.	Year 3 Outcome - 2023-2024 351 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below, and there was an increase in percentages for several questions.	Maintain or Increase by 2%
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 66 responses from parents/guardians	Overall Satisfaction Report: Based on 220 responses from parents/guardians	Overall Satisfaction Report: Based on 304 responses from parents/guardians	Overall Satisfaction Report: Based on 351 responses from parents/guardians	Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>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>	<p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child’s education. (2% increase from 2023)</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. (0.2% increase from 2023)</p>	
<p>Safety Plan Review and Training</p>	<p>Annual Review/Updates and Training Dates</p>	<p>The school safety plan was last reviewed and updated with staff in March of 2022.</p>	<p>The school safety plan was last reviewed and updated with staff in March of 2023.</p>	<p>The school safety plan was last reviewed and updated with staff in March of 2024.</p>	<p>Annual Review and Training Date</p>

Goal Analysis

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

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

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

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 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.

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	2022-23 - 90.9% Graduation Rate 2022-23 - 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	2022-23 - Number of Students participating in CTE: 2	Increase the % of College/Career Prepared students by 2%
Access to a Broad Curriculum: College/Career Prepared	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 54.43%	2021-22: Students enrolled in UC/CSU required courses for admission: 34	2022-23: Students enrolled in UC/CSU required courses for admission: 54	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate
Pupils enrolled in and completion of A-G courses required for UC/CSU Admission		Completed All Courses Required for UC/CSU Admission: 0	Completed All Courses Required for UC/CSU Admission: 0	Completed All Courses Required for UC/CSU Admission: 5	

Goal Analysis

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

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

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

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 the opportunity for intensive CAASPP preparation, specifically low income, EL students, foster-youth, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance test 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: 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.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



2023–24 Local Control and Accountability Plan Annual Update

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

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

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.

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	2022-2023 CAASPP Overall ELA Scores - Warner 66% met or exceeded grade level standards 20% standard nearly met 14% 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 by 2% each year.	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 developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall Math Scores - Warner 54% met or exceeded grade level standard 26% standard nearly met 20% standard not met	2022-2023 CAASPP Overall Math Scores - Warner 56% met or exceeded grade level standards 25% standard nearly met 19% standard not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
i-Ready ELA Increase the number of students that have met or exceeded	2021 i-Ready ELA Fall Scores ALL Tier 1: 65.7%	2022 i-Ready ELA Spring Scores ALL Tier 1: 80.5%	2023 i-Ready ELA Spring Scores ALL Tier 1: 78.8%	2024 i-Ready ELA Spring Scores ALL Tier 1: 74.7%	Decrease Tier III percentage 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.	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%	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%	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%	Tier 2: 15% Tier 3: 10.3% English Learners Tier 1: 67% Tier 2: 27% Tier 3: 6% Economically Disadvantaged Tier 1: 68% Tier 2: 20% Tier 3: 12% Students w/ IEPs Tier 1: 47% Tier 2: 15% Tier 3: 38%	
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% English Learners Tier 1: 36.4% Tier 2: 45.5% Tier 3: 18.2% Economically Disadvantaged Tier 1: 40.6% Tier 2: 38.1%	2022 i-Ready Math Spring Scores ALL Tier 1: 74.2% Tier 2: 17.7% Tier 3: 8.1% English Learners Tier 1: 63.3% Tier 2: 30% Tier 3: 6.7% Economically Disadvantaged Tier 1: 68.5% Tier 2: 20.8%	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%	2024 i-Ready Math Fall Scores ALL Tier 1: 68.8% Tier 2: 19% Tier 3: 12.3% English Learners Tier 1: 52% Tier 2: 33% Tier 3: 15% Economically Disadvantaged Tier 1: 63% Tier 2: 21%	Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 3: 21.3% Students w/ IEPs Tier 1: 31.9% Tier 2: 26.4% Tier 3: 41.7%	Tier 3: 10.7% Students w/ IEPs Tier 1: 48% Tier 2: 18.4% Tier 3: 33.7%	Tier 3: 11% Students with IEPs Tier 1: 37.5% Tier 2: 23.6% Tier 3: 38.9%	Tier 3: 16% Students w/ IEPs Tier 1: 42% Tier 2: 11% Tier 3: 47%	
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.	Summative ELPAC results will be published by the state in the summer or fall of 2024.	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 for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	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
		history - social science.	history - social science.	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	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	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

Goal Analysis

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

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

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.

All actions that are aligned to goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures are a reflection of the projected enrollment.

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

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. EACS students surpassed the percentage of students meeting or exceeding grade level standards on the CAASPP. Fall to spring i-Ready data showed significant growth each year across all ELA and math domains. Data was analyzed and interventions were in place to provide students the necessary resources and support to make progress. In 2024, 25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading. 63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring. 73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

Effectiveness of 1.2: Excel Academy monitored low-income pupils, foster youth, English Learners (including LTEL students), 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.

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, and Back to School events were provided for all parents. In 2024, a Parent Power-Up was held for parents and students across all grade levels to provide educational workshops for home educators and activities for the students.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the equity-based grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Progress was assessed during learning period meetings and live class sessions with the assigned teachers.

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 teacher.

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 2024, 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.

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%	Cumulative Enrollment as of 2/2/2024 - 991	Maintain an Absenteeism Rate of .01% or less
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	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	0% Suspension Rate	Maintain 0% Suspension Rate
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.	100% of teachers are appropriately credentialed for the courses they teach.	Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

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. EACS continues to make cultural awareness a priority.

Impact on Student Learning: The increase in 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.

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.	Year 3 Outcome - 2023-2024 351 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below, and there was an increase in percentages for several questions.	Maintain or increase by 2%
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 66 responses from parents/guardians	Overall Satisfaction Report: Based on 220 responses from parents/guardians	Overall Satisfaction Report: Based on 304 responses from parents/guardians	Overall Satisfaction Report: Based on 351 responses from parents/guardians	Maintain or increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<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>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>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>	<p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child’s education. (2% increase from 2023)</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. (0.2% increase from 2023)</p>	
<p>Safety Plan Review and Training</p>	<p>Annual Review/Updates and Training Dates</p>	<p>The school safety plan was last reviewed and updated with staff in March of 2022.</p>	<p>The school safety plan was last reviewed and updated with staff in March of 2023.</p>	<p>The school safety plan was last reviewed and updated with staff in March of 2024.</p>	<p>Annual Review and Training Date</p>

Goal Analysis

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

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

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

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 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.

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	2022-23 - 97.7% Graduation Rate 2022-23 - 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 prepared	2020-21: Number of Students participating in CTE: 27	2021-22: Number of Students participating in CTE: 9	2022-23 - Number of Students participating in CTE: 10	Increase the % of College/Career Prepared students by 2%
Access to a Broad Curriculum: College/Career Prepared	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 49.03%	2021-22: Students enrolled in UC/CSU required courses for admission: 84	2022-23: Students enrolled in UC/CSU required courses for admission: 118	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate
Pupils enrolled in and completion of A-G courses required for UC/CSU Admission		Completed All Courses Required for UC/CSU Admission: 0	Completed All Courses Required for UC/CSU Admission: 1	Completed All Courses Required for UC/CSU Admission: 12	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

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 the opportunity for intensive CAASPP preparation, specifically low income, EL students, foster-youth, and students with disabilities. Grade level test prep packets in ELA and math, the teacher led performance test 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: 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.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

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

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.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



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 [2024-25]

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 (EACS) 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. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. 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. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and

weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS 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 committed to ongoing improvement. EACS 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. According to the California Department of Education's DataQuest, in 2023-2024 Excel Academy Charter School - Helendale reported an enrollment of 602 students. This includes the enrollment of 49% socio-economically disadvantaged, 4.4% English Learners, 12% Special Education, .6% Homeless, and .3% Foster Youth. 45.2% 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:

We are all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

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

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Results

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2023-2024 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 72.2% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew over 12% since the first diagnostic in September. 63.1% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 18% 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.

25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading.

63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

The 2022-2023 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math.

60% of students met or exceeded standards in ELA. There is a 1% increase from the 2021-2022 test scores.

48% of students met or exceeded standards in math. The percentage remained the same from the 2021-2022 test scores.

In comparison to 59 charter schools with similar demographics and enrollment, EACS ranked 7th overall in ELA and 4th overall in math.

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

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, students had access to: Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, Care Solace surveys to better support mental health, theater productions, Coder-Z, eSports, chess club, and Student Council programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 39% of students in English Language Development (ELD) classes grew by one or

more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

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. EACS introduced additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS 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. EACS will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon. The Administrative and Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for the upcoming school year. Parent education will remain a significant focus and an additional Parent Power-Up will be offered in the spring. The 2023-2024 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and first Parent Power-Up.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS 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, EACS 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 on all required internal and state assessments and to improve test scores by 2% each year.

4) 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. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can 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 the 2024-2025 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Administrators (Executive Director, Director of Operations, Director of Business Services, Director of Assessment and Accountability, Director of Special Education, Elementary Principal, Secondary Principal, Assistant Director of Human Resources) - Meetings	Administrators meet bi-monthly - purpose to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential Principals offer opportunities for educational partner engagement - Examples - "Meet the Principals," Coffee with the Principals Assessment results, curriculum choices, broad course of study, parent education, ADA, graduation, CA Dashboard outcomes, etc. contribute and influence the development of the LCAP
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs met monthly (comprised of all elementary, secondary, and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps

Educational Partner(s)	Process for Engagement
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes.
Educational Partner Input Surveys	Staff surveys Parent/Student surveys Feedback from educational partners influence the development of the LCAP
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

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

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

- 1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
- 2) Updated the EACS LCAP and BOP on the website

- 3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Spring Parent Power-Up (Spring PAC meeting, breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered "Coffee with the Principals" to provide school administrators with input about EACS that drives the LCAP development process
- 5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
- 6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
- 7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
- 8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
- 9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
- 10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
- 11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
- 12) LCAP was presented to the ELAC on May 22, 2024 and SSC on May 23, 2024 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

- 1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
- 2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
- 3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
- 4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
- 5) Expanding learning opportunities for foster youth, EL, and socio-economically disadvantaged students
Improving ELA and math performance for all students and build English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 6) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
- 7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates

8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing) and the chess club

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	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 2023-2023 CAASPP data. 60% met or exceeded standards 22% nearly met standards 18% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and county test score percentages.	
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP data. 48% met or exceeded standards 28% nearly met standards 24% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.	
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready ELA Spring Scores ALL Tier 1: 72.2% Tier 2: 14.8% Tier 3: 13% English Learners Tier 1: 50% Tier 2: 15% Tier 3: 35% Economically Disadvantaged Tier 1: 66% Tier 2: 15% Tier 3: 19% Students with IEPs Tier 1: 32% Tier 2: 19% Tier 3: 49%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready Math Spring Scores ALL Tier 1: 63.1% Tier 2: 22.5% Tier 3: 14.3% English Learners Tier 1: 43% Tier 2: 33% Tier 3: 24% Economically Disadvantaged Tier 1: 58% Tier 2: 24% Tier 3: 19% Students with IEPs Tier 1: 31% Tier 2: 20% Tier 3: 49%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	A baseline will be developed from 2023-2024 Summative ELPAC data.			Increase number of RFEP students annually based on the Summative ELPAC score reports	
1.6	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 local indicator outcomes			Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					developed with local indicator outcomes	
1.7	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	
1.8	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 CA 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 	\$7,851,115.00	No

Action #	Title	Description	Total Funds	Contributing
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 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+.	\$50,831.00	No
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 teacher 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 teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s).	\$18,064.00	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.	\$5,526.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data			Continue to maintain or decrease Chronic Absenteeism rate of .01%	
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate			Maintain 0% expulsion rate each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Strive for 0% suspension rate each year	0% Suspension Rate			Maintain 0% suspension rate each year	
2.4	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$33,936.00	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.	\$99,220.00	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.	\$19,950.00	No
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.	\$38,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	<p>State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results</p> <p>Maintain or increase by 2% each year</p>	<p>Overall Satisfaction Report: Based on 351 parent/guardian responses:</p> <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</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. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that</p>			<p>Maintain or increase by 2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates			Consistent plan and review process	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS 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 EACS 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.	\$253,994.00	Yes
3.3	School Climate	3.3 EACS 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.	\$52,212.00	No
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$35,951.00	No
3.5	School Climate and School Safety	3.5 EACS 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 Translating Services	3.6 EACS will provide 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.	\$0.00	Yes
3.7	School Operating Services	3.7 EACS' 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2023-2024 data			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$6,718.00	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.	\$175,104.00	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.	\$518,700.00	No
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.	\$15,436.00	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.	\$11,889.00	No

Action #	Title	Description	Total Funds	Contributing
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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$704,165	\$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
9.035%	0.000%	\$0.00	9.035%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope:</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs within ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	<p>Action: Parent Training</p> <p>Need: Parents - Home Educators</p> <p>Scope: LEA-wide</p>	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples
1.7	<p>Action: Student Monitoring and Support</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.2	<p>Action: Educational Partner Partnerships</p> <p>Need: Administrators, teachers, staff, parents, students, governing board, community/public</p> <p>Scope: LEA-wide</p>	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Growth and progress analysis from the teachers assigned to the students
3.6	<p>Action: Communication and Translating Services</p> <p>Need: Educational Partners - Parents, guardians, students</p> <p>Scope: LEA-wide</p>	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.4	<p>Action: Testing</p> <p>Need: All students including low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Director of Assessment and Accountability Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	<p>Action: Testing</p> <p>Need: Low-income pupils and foster youth</p> <p>Scope: LEA-wide</p>	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.</p>	<p>i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results</p> <p>Documentation of progress from the SST and IEP teams</p> <p>Growth and progress analysis from the teachers assigned to the students</p>

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

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.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,793,902	704,165	9.035%	0.000%	9.035%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,742,341.00	\$1,174,753.00	\$76,000.00	\$193,552.00	\$9,186,646.00	\$5,868,437.00	\$3,318,209.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All	No				2022-25							
1	1.2	Student Monitoring	English Foster Low Learners Youth Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2022-25							
1	1.3	Broad Course of Study	All	No				2022-25	\$5,214,600.00	\$2,636,515.00	\$6,531,120.00	\$1,080,564.00	\$76,000.00	\$163,431.00	\$7,851,115.00
1	1.4	Professional Development	All	No				2022-25	\$6,769.00	\$44,062.00		\$35,530.00		\$15,301.00	\$50,831.00
1	1.5	Parent Training	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25							
1	1.6	Grade Level Curriculum and Instruction	All	No				2022-25							
1	1.7	Student Monitoring and Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$14,820.00	\$3,244.00		\$3,244.00		\$14,820.00	\$18,064.00
1	1.8	Needs Assessment - Data Analysis	All	No				2022-25	\$0.00	\$5,526.00		\$5,526.00			\$5,526.00
2	2.1	School Climate and Student Engagement	All	No				2022-25	\$33,936.00	\$0.00	\$33,936.00				\$33,936.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Certificated and Classified Salaries and Benefits	All		No				2022-25	\$99,220.00	\$0.00	\$99,220.00				\$99,220.00
2	2.3	Educational Partner Communication	All		No				2022-25	\$0.00	\$19,950.00	\$19,950.00				\$19,950.00
2	2.4	Technology	All		No				2022-25	\$0.00	\$38,000.00		\$38,000.00			\$38,000.00
2	2.5	Professional Development	All		No				2022-25							
3	3.1	Educational Partner Engagement	All		No				2022-25							
3	3.2	Educational Partner Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$253,994.00	\$0.00	\$253,994.00				\$253,994.00
3	3.3	School Climate	All		No				2022-25	\$0.00	\$52,212.00	\$52,212.00				\$52,212.00
3	3.4	Student Services	All		No				2022-25	\$35,951.00	\$0.00	\$35,951.00				\$35,951.00
3	3.5	School Climate and School Safety	All		No				2022-25							
3	3.6	Communication and Translating Services	English	Learners	Yes	LEA-wide	English Learners	All Schools	2022-25	\$0.00	\$0.00	\$0.00				\$0.00
3	3.7	School Operating Services	All		No				2022-25							
4	4.1	College and Career Readiness and Career Technical Education	All		No				2022-25	\$6,718.00	\$0.00	\$6,718.00				\$6,718.00
4	4.2	High School Graduation	All		No				2022-25	\$175,104.00	\$0.00	\$175,104.00				\$175,104.00
4	4.3	High School Curriculum and Instruction	All		No				2022-25	\$0.00	\$518,700.00	\$518,700.00				\$518,700.00
4	4.4	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$15,436.00	\$0.00	\$15,436.00				\$15,436.00
4	4.5	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	A-G and Career Technical Education Courses	All	No				2022-25	\$11,889.00	\$0.00		\$11,889.00			\$11,889.00
4	4.7	Needs Assessment - Data Analysis	All	No				2022-25							

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,793,902	704,165	9.035%	0.000%	9.035%	\$269,430.00	0.000%	3.457 %	Total:	\$269,430.00
								LEA-wide Total:	\$269,430.00
								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	1.5	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		
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,994.00	
3	3.6	Communication and Translating Services	Yes	LEA-wide	English Learners	All Schools	\$0.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,436.00	

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		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,358,118.00	\$7,359,218.00

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	\$6,267,670.00	\$6,147,379.00
1	1.4	Professional Development	No	\$49,640.00	\$42,382.00
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$31,378.00	\$30,100.00
1	1.8	Needs Assessment - Data Analysis	No	\$4,945.00	\$4,945.00
2	2.1	School Climate and Student Engagement	No	\$27,922.00	\$27,166.00
2	2.2	Certificated and Classified Salaries and Benefits	No	\$83,136.00	\$97,962.00

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	\$12,488.00	\$12,488.00
2	2.4	Technology	No	\$68,000.00	\$47,709.00
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$213,551.00	\$256,994.00
3	3.3	School Climate	No	\$33,870.00	\$32,150.00
3	3.4	Student Services	No	\$31,572.00	\$37,417.00
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	\$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	\$4,000.00
4	4.2	High School Graduation	No	\$107,374.00	\$163,410.00
4	4.3	High School Curriculum and Instruction	No	\$322,034.00	\$359,920.00

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	4.4	Testing	Yes	\$76,742.00	\$75,600.00
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No	\$16,346.00	\$16,346.00
4	4.7	Needs Assessment - Data Analysis	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$621,189.00	\$309,496.00	\$352,939.00	(\$43,443.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol	lapse						
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	\$15,953.00	\$15,953.00		
3	3.2	Educational Partner Partnerships	Yes	\$213,551.00	\$256,994.00		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	\$3,250.00		
4	4.4	Testing	Yes	\$76,742.00	\$76,742.00		
4	4.5	Testing	Yes				

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$621,189.00	0.00	0.000%	\$352,939.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Excel Academy Charter School (EACS) 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. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. 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. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and

weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS 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 committed to ongoing improvement. EACS 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. According to the California Department of Education's DataQuest, in 2023-2024 Excel Academy Charter School - Warner reported an enrollment of 967 students. This includes the enrollment of 42% socio-economically disadvantaged, 3.7% English Learners, 9.7% Special Education, .3% Homeless, and .5% Foster Youth. 33.1% 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:

We are all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

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

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Results

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessments, were administered to measure student progress in the fall, winter, and spring during the 2023-2024 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of

students in tiers 2 & 3 (one or more grade levels below the current grade level). 74.7% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew over 11% since the first diagnostic in September. 68.8% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 18% 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.

25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading.

63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

The 2022-2023 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math.

66% of students met or exceeded standards in ELA. The percentage remained the same from the 2021-2022 test scores.

56% of students met or exceeded standards in math. There is a 2% increase from the 2021-2022 test scores.

In comparison to 59 charter schools with similar demographics and enrollment, EACS ranked 3rd overall in ELA and 1st overall in math.

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

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, students had access to: Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, Care Solace surveys to better support mental health, theater productions, Coder-Z, eSports, chess club, and Student Council programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 39% of students in English Language Development (ELD) classes grew by one or more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

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. EACS introduced additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS 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. EACS will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon. The Administrative and Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for the upcoming school year. Parent education will remain a significant focus and an additional Parent Power-Up will be offered in the spring. The 2023-2024 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and first Parent Power-Up.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS 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, EACS 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 on all required internal and state assessments and to improve test scores by 2% each year.

4) 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. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can 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 the 2024-2025 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Administrators (Executive Director, Director of Operations, Director of Business Services, Director of Assessment and Accountability, Director of Special Education, Elementary Principal, Secondary Principal, Assistant Director of Human Resources) - Meetings	Administrators meet bi-monthly - purpose to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential Principals offer opportunities for educational partner engagement - Examples - "Meet the Principals," Coffee with the Principals Assessment results, curriculum choices, broad course of study, parent education, ADA, graduation, CA Dashboard outcomes, etc. contribute and influence the development of the LCAP
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs met monthly (comprised of all elementary, secondary, and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps

Educational Partner(s)	Process for Engagement
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes
Educational Partner Input Surveys	Staff surveys Parent/Student surveys Feedback from educational partners influence the development of the LCAP
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

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

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

- 1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
- 2) Updated the EACS LCAP and BOP on the website

- 3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Spring Parent Power-Up (Spring PAC meeting, breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered "Coffee with the Principals" to provide school administrators with input about EACS that drives the LCAP development process
- 5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
- 6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
- 7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
- 8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
- 9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
- 10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
- 11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
- 12) LCAP was presented to the ELAC on May 22, 2024 and SSC on May 23, 2024 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

- 1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
- 2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
- 3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
- 4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
- 5) Expanding learning opportunities for foster youth, EL, and socio-economically disadvantaged students
Improving ELA and math performance for all students and build English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 6) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
- 7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates

8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing) and the chess club

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	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 2023-2023 CAASPP data. 66% met or exceeded standards 20% nearly met standards 14% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP data. 56% met or exceeded standards 25% nearly met standards 19% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready ELA Spring Scores ALL Tier 1: 74.7% Tier 2: 15% Tier 3: 10.3% English Learners Tier 1: 67% Tier 2: 27% Tier 3: 6% Economically Disadvantaged Tier 1: 68% Tier 2: 20% Tier 3: 12% Students w/ IEPs Tier 1: 47% Tier 2: 15% Tier 3: 38%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.4	i-Ready Math Increase the number of students that have met	2024 i-Ready Math Fall Scores ALL			Increase the number of students that have	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or exceeded grade level proficiency by 2% each year.	Tier 1: 68.8% Tier 2: 19%% Tier 3: 12.3% English Learners Tier 1: 52% Tier 2: 33% Tier 3: 15% Economically Disadvantaged Tier 1: 63% Tier 2: 21% Tier 3: 16% Students w/ IEPs Tier 1: 42% Tier 2: 11% Tier 3: 47%			met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	A baseline will be developed from 2023-2024 Summative ELPAC data.			Increase number of RFEP students annually based on the Summative ELPAC score reports	
1.6	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 local indicator outcomes			Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	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	
1.8	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 CA 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 	\$12,533,102.00	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 curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN)	\$76,777.00	No

Action #	Title	Description	Total Funds	Contributing
		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 teacher 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 teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s).	\$51,440.00	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.	\$9,016.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data			Continue to maintain or decrease Chronic Absenteeism rate of .01%	
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate			Maintain 0% expulsion rate each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Strive for 0% suspension rate each year	0% Suspension Rate			Maintain 0% suspension rate each year	
2.4	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	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$55,369.00	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.	\$161,886.00	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.	\$32,550.00	No
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.	\$62,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Excel Academy Charter School (EACS) 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.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%			Maintain or increase by 2%	
3.2	State Local Indicator Priority 6:	Overall Satisfaction Report: Based on 351			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year</p>	<p>parent/guardian responses:</p> <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</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. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that EACS clearly communicates</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates			Consistent plan and review process	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS 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 EACS 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.	\$419,305.00	Yes
3.3	School Climate	3.3 EACS 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.	\$85,188.00	No
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$58,656.00	No
3.5	School Climate and School Safety	3.5 EACS 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 EACS will provide 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.	\$0.00	Yes
3.7	School Operating Services	3.7 EACS' 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU prepared			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$10,961.00	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.	\$285,697.00	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.	\$846,300.00	No
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.	\$3,844.00	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.	\$23,211.00	No

Action #	Title	Description	Total Funds	Contributing
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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$928,056	\$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
8.365%	2.916%	\$312,580.00	11.281%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope:</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs within ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	<p>Action: Parent Training</p> <p>Need: Parents - Home Educators</p> <p>Scope: LEA-wide</p>	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples
1.7	<p>Action: Student Monitoring and Support</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.2	<p>Action: Educational Partner Partnerships</p> <p>Need: Administrators, teachers, staff, parents, students, governing board, community/public</p> <p>Scope: LEA-wide</p>	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Growth and progress analysis from the teachers assigned to the students
3.6	<p>Action: Communication and Translation Services</p> <p>Need: Educational Partners - Parents, guardians, students</p> <p>Scope: LEA-wide</p>	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.4	<p>Action: Testing</p> <p>Need: All students including low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Director of Assessment and Accountability Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	<p>Action: Testing</p> <p>Need: Low-income pupils and foster youth</p> <p>Scope: LEA-wide</p>	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.</p>	<p>i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results</p> <p>Documentation of progress from the SST and IEP teams</p> <p>Growth and progress analysis from the teachers assigned to the students</p>

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

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.

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,094,651	928,056	8.365%	2.916%	11.281%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,022,707.00	\$2,228,342.00	\$124,000.00	\$340,253.00	\$14,715,302.00	\$9,218,943.00	\$5,496,359.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All	No				2022-2025							
1	1.2	Student Monitoring	English Foster Low Learners Youth Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2022-2025							
1	1.3	Broad Course of Study	All	No				2022-2025	\$8,200,014.00	\$4,333,088.00	\$10,147,281.00	\$2,084,825.00	\$124,000.00	\$176,996.00	\$12,533,102.00
1	1.4	Professional Development	All	No			All Schools	2022-2025	\$0.00	\$76,777.00	\$0.00	\$49,290.00	\$0.00	\$27,487.00	\$76,777.00
1	1.5	Parent Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2022-2025							
1	1.6	Grade Level Curriculum and Instruction	All	No				2022-2025							
1	1.7	Student Monitoring and Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$0.00	\$51,440.00				\$51,440.00	\$51,440.00
1	1.8	Needs Assessment and Data Analysis	All	No				2022-2025	\$0.00	\$9,016.00		\$9,016.00			\$9,016.00
2	2.1	School Climate and Student Engagement	All	No				2022-2025	\$55,369.00	\$0.00	\$55,369.00				\$55,369.00
2	2.2	Certificated and Classified Salaries and Benefits	All	No				2022-2025	\$161,886.00	\$0.00	\$161,886.00				\$161,886.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Educational Partner Communication	All		No				2022-2025	\$0.00	\$32,550.00	\$32,550.00				\$32,550.00
2	2.4	Technology	All		No				2022-2025	\$0.00	\$62,000.00		\$62,000.00			\$62,000.00
2	2.5	Professional Development	All		No				2021-2024							
3	3.1	Educational Partner Engagement	All		No				2022-2025							
3	3.2	Educational Partner Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$419,305.00	\$0.00	\$334,975.00			\$84,330.00	\$419,305.00
3	3.3	School Climate	All		No				2022-2025	\$0.00	\$85,188.00	\$85,188.00				\$85,188.00
3	3.4	Student Services	All		No				2022-2025	\$58,656.00	\$0.00	\$58,656.00				\$58,656.00
3	3.5	School Climate and School Safety	All		No				2022-2025							
3	3.6	Communication and Translation Services	English	Learners	Yes	LEA-wide	English Learners	All Schools	2022-2025	\$0.00	\$0.00	\$0.00				\$0.00
3	3.7	School Operating Services	All		No				2022-2025							
4	4.1	College and Career Readiness and Career Technical Education	All		No				2022-2025	\$10,961.00	\$0.00	\$10,961.00				\$10,961.00
4	4.2	High School Graduation	All		No				2022-2025	\$285,697.00	\$0.00	\$285,697.00				\$285,697.00
4	4.3	High School Curriculum and Instruction	All		No				2022-2025	\$0.00	\$846,300.00	\$846,300.00				\$846,300.00
4	4.4	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$3,844.00	\$0.00	\$3,844.00				\$3,844.00
4	4.5	Testing	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2022-2025							
4	4.6	A-G and Career Technical Education Courses	All		No				2022-2025	\$23,211.00	\$0.00		\$23,211.00			\$23,211.00
4	4.7	Needs Assessment - Data Analysis	All		No				2022-2025							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,094,651	928,056	8.365%	2.916%	11.281%	\$338,819.00	0.000%	3.054 %	Total:	\$338,819.00
								LEA-wide Total:	\$338,819.00
								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	\$0.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide	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	\$334,975.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$0.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,844.00	

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	Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,964,360.00	\$13,472,108.00

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	\$11,849,528.00	\$11,532,204
1	1.4	Professional Development	No	\$96,360.00	\$82,959.00
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$60,910.00	\$27,174.00
1	1.8	Needs Assessment and Data Analysis	No	\$9,600.00	\$9,600.00
2	2.1	School Climate and Student Engagement	No	\$52,202.00	\$41,734.00
2	2.2	Certificated and Classified Salaries and Benefits	No	\$161,382.00	\$154,284.00

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	\$24,241.00	\$24,241.00
2	2.4	Technology	No	\$132,000.00	\$92,611
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$414,540.00	\$348,242.00
3	3.3	School Climate	No	\$65,748.00	\$63,000.00
3	3.4	Student Services	No	\$61,286.00	\$61,286.00
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translation Services	Yes	\$6,308.00	\$6,308.00
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$16,000.00	\$6,500.00
4	4.2	High School Graduation	No	\$208,431.00	\$266,615.00
4	4.3	High School Curriculum and Instruction	No	\$625,124.00	\$610,050.00

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	4.4	Testing	Yes	\$148,970.00	\$145,300.00
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No	\$31,730.00	\$0
4	4.7	Needs Assessment - Data Analysis	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$812,430.00	\$569,818.00	\$499,850.00	\$69,968.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes				
3	3.2	Educational Partner Partnerships	Yes	\$414,540.00	\$348,242.00		
3	3.6	Communication and Translation Services	Yes	\$6,308.00	\$6,308.00		
4	4.4	Testing	Yes	\$148,970.00	\$145,300.00		
4	4.5	Testing	Yes				

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,719,774	\$812,430.00	0	7.579%	\$499,850.00	0.000%	4.663%	\$312,580.00	2.916%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **Measuring and Reporting Results** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Excel Academy Charter School (EACS) 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. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. 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. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and

weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS 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 committed to ongoing improvement. EACS 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. According to the California Department of Education's DataQuest, in 2023-2024 Excel Academy Charter School - Helendale reported an enrollment of 602 students. This includes the enrollment of 49% socio-economically disadvantaged, 4.4% English Learners, 12% Special Education, .6% Homeless, and .3% Foster Youth. 45.2% 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:

We are all about CHOICE:

C: Compassion, Creativity , Collaboration, Challenge, & Confidence

H: Helpful, Hands-On , Humility, & Happiness

O: Optimism, Options, Opportunities, Ownership, & Others

I: Independence, Individualization, Inspiration, & Investigation

C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community

E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Excel Academy Charter School's (EACS) Annual Performance Reflections

1) Local and State Assessment Results

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2023-2024 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 72.2% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew over 12% since the first diagnostic in September. 63.1% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 18% 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.

25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading.

63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

The 2022-2023 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math.

60% of students met or exceeded standards in ELA. There is a 1% increase from the 2021-2022 test scores.

48% of students met or exceeded standards in math. The percentage remained the same from the 2021-2022 test scores.

In comparison to 59 charter schools with similar demographics and enrollment, EACS ranked 7th overall in ELA and 4th overall in math.

We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

2) EACS believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

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, students had access to: Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, Care Solace surveys to better support mental health, theater productions, Coder-Z, eSports, chess club, and Student Council programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

4) EACS students in the "What I Need" WIN intervention program showed tremendous growth in six months after retaking the i-Ready assessments. Additional classes were implemented to serve students who need to focus on early reading and foundational math.

5) English Learners were provided with grade level appropriate weekly live instruction at the appropriate grade level in reading, writing, listening, and speaking to build English language fluency. 39% of students in English Language Development (ELD) classes grew by one or

more grade levels in six months based on spring i-Ready results. The students enjoyed the sessions and we are looking forward to seeing the progress they have made on the Summative ELPAC assessment.

7) Excel Academy's 0% suspension and expulsion rates and low chronic absenteeism rate of 0.8% is a success that the school takes great pride in.

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. EACS introduced additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

EACS will continue to build educational partner engagement and CA Dashboard data success by:

1) EACS 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. EACS will survey educational partners for feedback, and analyze the areas that we can maintain and improve upon. The Administrative and Leadership Teams will continue to evaluate the progress of the personalized and virtual paths offered to EACS students. Annual surveys will be shared to gain feedback and insight on the paths to help determine any necessary implementations or changes that need to be made for the upcoming school year. Parent education will remain a significant focus and an additional Parent Power-Up will be offered in the spring. The 2023-2024 proved to be a successful year with opportunities for parents to engage and learn how to best serve their students educational needs at home by attending webinars and in person trainings at the Parent Summit and first Parent Power-Up.

2) EACS will continue to offer opportunities for students to build rapport with peers while learning to enhance their social-emotional well-being through participation in lessons, conversations, and community engagement.

3) EACS 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, EACS 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 on all required internal and state assessments and to improve test scores by 2% each year.

4) 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. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

5) EACS will maintain and build upon our high school graduation success by focusing on supporting students so that they can 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 the 2024-2025 school year.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators (Executive Director, Director of Operations, Director of Business Services, Director of Assessment and Accountability, Director of Special Education, Elementary Principal, Secondary Principal, Assistant Director of Human Resources) - Meetings	Administrators meet bi-monthly - purpose to instill effective strategic planning that aligns educational partners with a shared mission, vision, and productive decision making for students to reach their full academic and social-emotional well-being and potential Principals offer opportunities for educational partner engagement - Examples - "Meet the Principals," Coffee with the Principals Assessment results, curriculum choices, broad course of study, parent education, ADA, graduation, CA Dashboard outcomes, etc. contribute and influence the development of the LCAP
SSC, ELAC, PAC - Meetings	Request input from the advisory groups throughout the school year that influence the goals and actions within the LCAP that will improve student learner outcomes Request completion of EACS surveys from educational partners
PLC (Personal Learning Communities) Meetings	PLCs met monthly (comprised of all elementary, secondary, and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students Focus on communication with families regarding student strengths and learning gaps - provide strategies, resource tools, guidance, and support to enhance skills and close learning gaps

Educational Partner(s)	Process for Engagement
Governing Board	Provides insight, feedback, and approval (when necessary) on policies, procedures, state reporting, surveys, etc. to improve student learner outcomes associated with the LCAP Community/public is invited to the board meetings
Staff Meetings (ALL STAFF)	The staff meets throughout the school year to: discuss agenda items related (but not limited to) goals and actions, school safety, culture, and climate, procedures and policies, equity-based instruction, elementary, middle, and high school learning opportunities, analysis of local and state data, state reports, etc. that ultimately assists in the development of the LCAP and student learner outcomes.
Educational Partner Input Surveys	Staff surveys Parent/Student surveys Feedback from educational partners influence the development of the LCAP
Department Meetings	Department leads meet bi-monthly to discuss planning, success of MTSS, student needs, attendance, student learner outcomes/support, etc.
Student Council and National Honor Society (NHS) - Meetings	Students participating in NHS meet throughout the school year Student Council is an elective course Both Student Council and NHS students focus on leadership characteristics and qualities, discuss ideas and planning for the year, volunteer opportunities, and student needs

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Excel Academy Charter School's (EACS) process for engaging educational partner feedback is based on an analysis of what knowledge was learned from the previous year and the feedback that was received. This year's process consisted of:

- 1) Held consistent administrative, staff, department lead meetings, in addition to SSC, ELAC, PAC, PLC, governing board meetings and input surveys to collaboratively monitor and support LCAP implementation, review data, discuss program updates, and identify potential adjustments to goals and actions
- 2) Updated the EACS LCAP and BOP on the website

- 3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Spring Parent Power-Up (Spring PAC meeting, breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered "Coffee with the Principals" to provide school administrators with input about EACS that drives the LCAP development process
- 5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
- 6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
- 7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
- 8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
- 9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
- 10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
- 11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
- 12) LCAP was presented to the ELAC on May 22, 2024 and SSC on May 23, 2024 for input

EACS' input consisted of feedback provided by educational partners that assisted in the process of finalizing the LCAP. This year's input consisted of:

- 1) Providing opportunities for all students in grades K-11 to increase their i-Ready, CAASPP, and Summative ELPAC scores with additional guided test prep sessions and completion of practice tests
- 2) Focusing on strategies to support staff, student, and parent relationships - building stronger communication skills both in-person and through all available social media platforms, offering more parent education to assist parents at home
- 3) Increasing opportunities to: a) enhance participation at SSC, ELAC, and PAC meetings by focusing on cultural awareness and opportunities to spotlight students, b) participate in community events for all students, including high school students, by creating additional in person events across all regions
- 4) Implementing professional development for staff to stay abreast of: new policies and procedures within their departments (i.e. education, SPED, assessment, operations, and business services), state expectations, assessment analysis of all student groups, grade levels, and content within the ELA and math domains, new strategies to assist all student learning that supports the overall development of academic and social-emotional learning instruction, and strengthening staff leadership skills
- 5) Expanding learning opportunities for foster youth, EL, and socio-economically disadvantaged students
Improving ELA and math performance for all students and build English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 6) Providing ongoing instructional support for all students falling one plus grade levels below grade level - providing additional resources, support, live classes, and tutoring
- 7) Focusing on: maintaining high ADA, A-G offered courses, high graduation rate, expanding CTE course offerings, low chronic absenteeism, and zero suspension and expulsion rates

8) Offering additional programs for students (i.e. implementation of the GATE program (with CoGAT8 testing) and the chess club

In response to the ongoing need that the educational partners identified, the feedback influenced the decision to focus on the four goals and actions that are aligned to each goal. Each action was individually addressed and assessed to ensure it is relevant to the current goal, mission, vision, and student learner outcomes identified by the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	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 2023-2023 CAASPP data. 60% met or exceeded standards 22% nearly met standards 18% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					and county test score percentages.	
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2022-2023 CAASPP data. 48% met or exceeded standards 28% nearly met standards 24% not met standards			Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.	
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready ELA Spring Scores ALL Tier 1: 72.2% Tier 2: 14.8% Tier 3: 13% English Learners Tier 1: 50% Tier 2: 15% Tier 3: 35% Economically Disadvantaged Tier 1: 66% Tier 2: 15% Tier 3: 19% Students with IEPs Tier 1: 32% Tier 2: 19% Tier 3: 49%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2024 i-Ready Math Spring Scores ALL Tier 1: 63.1% Tier 2: 22.5% Tier 3: 14.3% English Learners Tier 1: 43% Tier 2: 33% Tier 3: 24% Economically Disadvantaged Tier 1: 58% Tier 2: 24% Tier 3: 19% Students with IEPs Tier 1: 31% Tier 2: 20% Tier 3: 49%			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	A baseline will be developed from 2023-2024 Summative ELPAC data.			Increase number of RFEP students annually based on the Summative ELPAC score reports	
1.6	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 local indicator outcomes			Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					developed with local indicator outcomes	
1.7	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	
1.8	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	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 CA 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 	\$7,851,115.00	No

Action #	Title	Description	Total Funds	Contributing
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 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+.	\$50,831.00	No
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 teacher 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 teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s).	\$18,064.00	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.	\$5,526.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2023-2024 data			Continue to maintain or decrease Chronic Absenteeism rate of .01%	
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate			Maintain 0% expulsion rate each year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Strive for 0% suspension rate each year	0% Suspension Rate			Maintain 0% suspension rate each year	
2.4	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	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$33,936.00	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.	\$99,220.00	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.	\$19,950.00	No
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.	\$38,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Excel Academy Charter School (EACS) 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2023-2024 Maintain or increase by 2%			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	<p>State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results</p> <p>Maintain or increase by 2% each year</p>	<p>Overall Satisfaction Report: Based on 351 parent/guardian responses:</p> <p>98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)</p> <p>98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)</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. (0.2% increase from 2023)</p> <p>99.4% of survey respondents agree that</p>			<p>Maintain or increase by 2%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates			Consistent plan and review process	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS 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 EACS 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.	\$253,994.00	Yes
3.3	School Climate	3.3 EACS 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.	\$52,212.00	No
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$35,951.00	No
3.5	School Climate and School Safety	3.5 EACS 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 Translating Services	3.6 EACS will provide 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.	\$0.00	Yes
3.7	School Operating Services	3.7 EACS' 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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Excel Academy Charter School (EACS) 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Develop a baseline from 2023-2024 data			Increase the graduation rate and decrease the dropout rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness			Increase the CTE participants and students who are UC/CSU prepared	
4.3	Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	Develop a baseline for students enrolled in and completion of A-G courses required for UC/CSU Admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$6,718.00	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.	\$175,104.00	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.	\$518,700.00	No
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.	\$15,436.00	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.	\$11,889.00	No

Action #	Title	Description	Total Funds	Contributing
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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$704,165	\$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
9.035%	0.000%	\$0.00	9.035%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope:</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs within ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	<p>Action: Parent Training</p> <p>Need: Parents - Home Educators</p> <p>Scope: LEA-wide</p>	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples
1.7	<p>Action: Student Monitoring and Support</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level expectations. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.2	<p>Action: Educational Partner Partnerships</p> <p>Need: Administrators, teachers, staff, parents, students, governing board, community/public</p> <p>Scope: LEA-wide</p>	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Growth and progress analysis from the teachers assigned to the students
3.6	<p>Action: Communication and Translating Services</p> <p>Need: Educational Partners - Parents, guardians, students</p> <p>Scope: LEA-wide</p>	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.4	<p>Action: Testing</p> <p>Need: All students including low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: LEA-wide</p>	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Director of Assessment and Accountability Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	<p>Action: Testing</p> <p>Need: Low-income pupils and foster youth</p> <p>Scope: LEA-wide</p>	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: Student Monitoring</p> <p>Need: Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Monitoring low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments is necessary to evaluate student progress and to identify areas of strength and needs withing ELA and math domains. The SST and IEP teams will review student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will 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.</p>	<p>i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

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.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7,793,902	704,165	9.035%	0.000%	9.035%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,742,341.00	\$1,174,753.00	\$76,000.00	\$193,552.00	\$9,186,646.00	\$5,868,437.00	\$3,318,209.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All	No				2022-25							
1	1.2	Student Monitoring	English Foster Low Learners Youth Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2022-25							
1	1.3	Broad Course of Study	All	No				2022-25	\$5,214,600.00	\$2,636,515.00	\$6,531,120.00	\$1,080,564.00	\$76,000.00	\$163,431.00	\$7,851,115.00
1	1.4	Professional Development	All	No				2022-25	\$6,769.00	\$44,062.00		\$35,530.00		\$15,301.00	\$50,831.00
1	1.5	Parent Training	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25							
1	1.6	Grade Level Curriculum and Instruction	All	No				2022-25							
1	1.7	Student Monitoring and Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$14,820.00	\$3,244.00		\$3,244.00		\$14,820.00	\$18,064.00
1	1.8	Needs Assessment - Data Analysis	All	No				2022-25	\$0.00	\$5,526.00		\$5,526.00			\$5,526.00
2	2.1	School Climate and Student Engagement	All	No				2022-25	\$33,936.00	\$0.00	\$33,936.00				\$33,936.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Certificated and Classified Salaries and Benefits	All		No				2022-25	\$99,220.00	\$0.00	\$99,220.00				\$99,220.00
2	2.3	Educational Partner Communication	All		No				2022-25	\$0.00	\$19,950.00	\$19,950.00				\$19,950.00
2	2.4	Technology	All		No				2022-25	\$0.00	\$38,000.00		\$38,000.00			\$38,000.00
2	2.5	Professional Development	All		No				2022-25							
3	3.1	Educational Partner Engagement	All		No				2022-25							
3	3.2	Educational Partner Partnerships	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$253,994.00	\$0.00	\$253,994.00				\$253,994.00
3	3.3	School Climate	All		No				2022-25	\$0.00	\$52,212.00	\$52,212.00				\$52,212.00
3	3.4	Student Services	All		No				2022-25	\$35,951.00	\$0.00	\$35,951.00				\$35,951.00
3	3.5	School Climate and School Safety	All		No				2022-25							
3	3.6	Communication and Translating Services	English	Learners	Yes	LEA-wide	English Learners	All Schools	2022-25	\$0.00	\$0.00	\$0.00				\$0.00
3	3.7	School Operating Services	All		No				2022-25							
4	4.1	College and Career Readiness and Career Technical Education	All		No				2022-25	\$6,718.00	\$0.00	\$6,718.00				\$6,718.00
4	4.2	High School Graduation	All		No				2022-25	\$175,104.00	\$0.00	\$175,104.00				\$175,104.00
4	4.3	High School Curriculum and Instruction	All		No				2022-25	\$0.00	\$518,700.00	\$518,700.00				\$518,700.00
4	4.4	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25	\$15,436.00	\$0.00	\$15,436.00				\$15,436.00
4	4.5	Testing	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-25							

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	A-G and Career Technical Education Courses	All	No				2022-25	\$11,889.00	\$0.00		\$11,889.00			\$11,889.00
4	4.7	Needs Assessment - Data Analysis	All	No				2022-25							

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,793,902	704,165	9.035%	0.000%	9.035%	\$269,430.00	0.000%	3.457 %	Total:	\$269,430.00
								LEA-wide Total:	\$269,430.00
								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	1.5	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		
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$253,994.00	
3	3.6	Communication and Translating Services	Yes	LEA-wide	English Learners	All Schools	\$0.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,436.00	

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		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,358,118.00	\$7,359,218.00

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)
startcollapse					
1	1.1	Student Achievement	No		
1	1.2	Student Monitoring	Yes		
1	1.3	Broad Course of Study	No	\$6,267,670.00	\$6,147,379.00
1	1.4	Professional Development	No	\$49,640.00	\$42,382.00
1	1.5	Parent Training	Yes		
1	1.6	Grade Level Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$31,378.00	\$30,100.00
1	1.8	Needs Assessment - Data Analysis	No	\$4,945.00	\$4,945.00
2	2.1	School Climate and Student Engagement	No	\$27,922.00	\$27,166.00
2	2.2	Certificated and Classified Salaries and Benefits	No	\$83,136.00	\$97,962.00

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	\$12,488.00	\$12,488.00
2	2.4	Technology	No	\$68,000.00	\$47,709.00
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	\$213,551.00	\$256,994.00
3	3.3	School Climate	No	\$33,870.00	\$32,150.00
3	3.4	Student Services	No	\$31,572.00	\$37,417.00
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	\$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	\$4,000.00
4	4.2	High School Graduation	No	\$107,374.00	\$163,410.00
4	4.3	High School Curriculum and Instruction	No	\$322,034.00	\$359,920.00

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	4.4	Testing	Yes	\$76,742.00	\$75,600.00
4	4.5	Testing	Yes		
4	4.6	A-G and Career Technical Education Courses	No	\$16,346.00	\$16,346.00
4	4.7	Needs Assessment - Data Analysis	No		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$621,189.00	\$309,496.00	\$352,939.00	(\$43,443.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	\$15,953.00	\$15,953.00		
3	3.2	Educational Partner Partnerships	Yes	\$213,551.00	\$256,994.00		
3	3.6	Communication and Translating Services	Yes	\$3,250.00	\$3,250.00		
4	4.4	Testing	Yes	\$76,742.00	\$76,742.00		
4	4.5	Testing	Yes				

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	\$621,189.00	0.00	0.000%	\$352,939.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). ○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. ○ Indicate the school year to which the baseline data applies. ○ The baseline data must remain unchanged throughout the three-year LCAP. <ul style="list-style-type: none"> ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **Measuring and Reporting Results** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Approval of 2024-2025 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools

Section: VI. Education/Student Services
Item: B. Approval of 2024-2025 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools

Purpose: Vote

Submitted by:

Related Material:

2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_Excel_Academy_Charter_School_-_Helendale_20240529_FINAL.pdf

2024_Local_Indicator_Self-Reflection_of_2023-24_Indicators_Excel_Academy_Charter_School_-_Warner_20240529_FINAL.pdf



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	61.1	50.3%	47.2%	0.0%	0.0%	0.8%	0.0%	1.6%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Excel Academy Charter School (EACS) delivers a high-quality model of education rooted in personalized learning, flexible schedules, and proven multi-tiered systems of support for all TK-12 grade students. EACS offers students various equity based curriculum options that are vetted for standards alignment and a high level of rigor. Teachers, students, and parents consistently collaborate to properly pace and design an instructional program to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. EACS gathers baseline data from internal assessments, such as the i-Ready benchmark diagnostic assessments in English language arts (ELA) and mathematics, the English Language Proficiency Assessments for California (ELPAC), and the California Assessment of Student Performance and Progress (CAASPP) results. The goal of EACS is to increase the percentage of students who are meeting or exceeding standards in both ELA and math by 2% each year. All assessment results are regularly presented to the local governing board, to educational partners, and through the California School Dashboard. EACS has established baseline data of college and career readiness and strives to increase this by 2% annually. EACS aims for students to complete all standards in ELA, math, science, social studies, visual and performing arts, physical education, health, and world languages while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

Mission Statement -

Excel Academy Charter School 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.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

All English Learner (EL) students complete assigned targeted ELD curriculum and virtual live instruction that is taught by a Crosscultural, Language, and Academic Development (CLAD) credentialed educator. EL students receive both asynchronous instruction through online programs and synchronous, small group designated instruction. For asynchronous work, EL students in grades K-3 utilize Imagine Language and Literacy, and students in grades 4-12 complete lessons through English 3D with support from their EL teacher. In addition to the assigned ELD online curriculum and designated instruction, Long-Term English Learners (LTELs) receive individualized intervention through the Student Success Team (SST) to gain English proficiency.

ETL science courses are offered to students in grades 7-8. Students will be using the Bright Thinker curriculum along with integrated NGSS standards and personalized lab kits that will provide students a hands-on opportunity to generate problem solving and answer scientific questions. Students in grades 9-12 also participate in ETL courses using Bright Thinker curriculum (i.e. biology, chemistry, and physics).

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Excel Academy Charter School (EACS) believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of the positive educational partner feedback and collected data, EACS will continue to implement the proven successful communicative practices in place to keep educational partners informed and connected to student education. EACS is driven to staying on top of the latest trends in education and communication platforms to provide a consistent, open line of communication with all educational partners. EACS is always focused on building participation at SSC, ELAC, and PAC meetings which will remain an area of improvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EACS is committed to encouraging parental participation and involvement by providing flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Parents are provided with training and learning opportunities, in addition to workshops on a variety of topics, for example, EL progress and the reclassification process, parent portal resources, webinars, curriculum menus, Parent Summit informational, Parent Power-Up education events, Back to School events, and teacher/parent training. Teachers and parents work closely to foster a positive relationship that maintains high expectations and promotes academic excellence for all students creating the next generation of leaders. Parents are informed of all communication tools that are available to provide them direct access to their teachers, staff, resources, and all school related meetings. All school related notifications, meeting agendas and minutes, approved policies, informational meetings, and community events are readily made available through Beehively (main platform for communication) and the EACS website and handbook. The LEA's Title 1 Coordinator, Intervention Coordinator, and school counselors actively continue to reach out to homeless and foster youth, and students needing academic and social emotional support. Parents/guardians are informed well in advance and encouraged to attend all quarterly SSC, ELAC, and PAC meetings. The minutes, agendas, and recordings are posted on the EACS website. EACS is working to find ways to enhance and encourage more parent/guardian participation in SSC, ELAC, and PAC meetings. EACS is moving in the direction of providing parents/guardians and students opportunities to promote and shed light on multicultural awareness by focusing on heritage, customs, and traditions through discussions and presentations that will inspire greater attendance.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EACS' commitment to encouraging parental involvement, by developing a trusting and respectful relationship between the school staff and families, is important to building and sustaining positive relationships. EACS develops a strong school-home partnership through the use of communication tools that provide parents with access to the student's teacher, current information about the school, access to students' academic information through a parent portal, opportunities to participate and provide input in teacher-parent/student meetings, parent meetings, and governing board meetings. All applicable notifications are posted on the school website and in the parent handbook. A part of the role of the counselor includes communicating with educational partners about their legal rights. Our Intervention Coordinator shares Title I and Title III related parent rights, applicable policies, and encourages education partnership participation. In conformity with Senate Bill 1375, the school posts information on the school website identifying the school's Title IX/Uniform Complaint Procedure Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the parent/student handbooks contain information about the Annual Notice of Uniform Complaint Procedures. The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English or Spanish and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide translation of the document. Parents/guardians have the opportunity to communicate with their students' teachers on a regular basis and are encouraged to reach out through email and by phone to set-up meetings.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input, EACS will continue to focus on partnership and student outcome improvement by offering additional parent education opportunities both in person and virtual, annual surveys, and SSC, ELAC, and PAC meetings.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

EACS' LCAP Goal 3 focuses specifically on establishing connections and partnerships with our families and the surrounding 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. The teacher-parent-student relationship is at the core of student success. EACS will provide students with equity based instruction and the necessary individualized resources, interventions, and support that is critical for growth and progress while keeping parents/guardians informed and involved.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Educational Partner Input data:
 2020-21: 66 Educational Partner Input Survey Participants
 2021-22: 220 Educational Partner Input Survey Participants
 2022-23: 304 Educational Partner Input Survey Participants
 2023-24: 351 Educational Partner Input Survey Participants

EACS is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision making that concerns the equity based education and instruction of all students, as well as the quality of the 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 351 participants in the LCAP Parent/Guardian Input Survey and 123 participants in the LCAP Student Input Survey which

was a positive increase in survey respondents from the previous school year. EACS shared the survey results with educational partners during the ELAC and SSC meetings and in the monthly newsletters.

Meaning: There has been an increase of survey participants due to the ongoing efforts of the increase communication to educational partners to participate in providing survey input.

Use: EACS will continue to monitor the level of educational partner participation in input opportunities and continue to research strategies to encourage participation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

EACS annually measures growth and progress by seeking input and feedback from all educational partners through annual surveys, teacher/student/parent meetings, board meetings, and through program participation in SSC, ELAC, and PAC meetings. EACS reports the collected results to all educational partners in order to promote transparency and collaboration. Empowering educational partners to provide input and feedback, and participate in decision making, ultimately creates a positive environment where staff, parents/guardians, students, and members of the community and governing board have the opportunity for their voices to be shared and heard. EACS will continue to discuss best practices and train staff on effective strategies for family communication and outreach that ultimately centers around the need for inclusion, building trust, and collaboration. The ultimate goal is for EACS staff to work alongside educational partners in a manner that leads to a positive and successful school environment where students thrive and become lifelong learners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Although the survey results did not indicate or reveal less engagement from underrepresented families, communication remains a top priority by focusing on strengthening collaboration and participation of all families by providing meaningful in-person and virtual support, guidance, and resources. Through multiple measures of communication, in order to seek input for decision making, EACS will reach out to all parents/guardians with consistent reminders of upcoming events and meetings to attend. All parents/guardians will be notified in a timely manner if there are concerns regarding student social and academic achievement.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Students in grades 6-12

98% of survey respondents agree that their teacher is available to speak with them when they need guidance.
95% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
93.5% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.
96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.
95.9% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.
96.7% of survey respondents feel overall satisfaction with Excel Academy Charter School.
95.1% of survey respondents feel the school does a good job communicating through all forms of communication.
94.3% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

Testimonials

"My learning goals are met."
"Excel already is helping me learn better and I feel as if my learning goals are already fulfilled."

Elementary SEL Survey - Grades TK - 6

83% of survey respondents feel they have an adult to talk to when they are upset (fearful, angry, or sad).
100% of survey respondents believe they have a trusted adult who will help them in any circumstance.
100% of survey respondents believe their students have 1 or 2 people who they consider to be friends.
100% of survey respondents believe their students have an adult to talk to when they are upset (fearful, angry, or sad).
76% of survey respondents are aware of Social Emotional Learning (SEL) groups provided by Excel Academy.

Testimonials:

"We love the social emotional classes on Wednesdays."

Students in grades K - 12 Intervention Feedback

100% of survey respondents agree that their teacher communicates positively and professionally with students and parents.
95% of survey respondents agree that they feel a sense of belonging and part of the classroom community.
93% of survey respondents feel the class helped them grow academically.

Testimonials:

"I appreciate the level of communication teachers maintain with parents and their efforts to engage students."
"The teacher communicates with parents often. My student loves class and is very engaged in it."
"This helped him improve significantly."

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

MEANING: The survey results are shared with educational partners to address trends in the input during the ELAC, SSC, and all staff meetings. There was no input that directly affected the LCAP goals and actions. The most consistent trend we found was praise for EACS and appreciation for all of the resources provided to families.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

USE: EACS takes pride in focusing on continuous improvement by analyzing current curriculum options, internal assessments, and educational partner feedback to ensure students are being provided the best education that serves their individual needs.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EACS offers students across all grade levels innovative personalized programs and pathways that offer a broad course of study, flexibility, and independent learning developed from data analysis of assessment and academic portfolios built on integrity, accountability and compliance. With the support and guidance of a credentialed teacher, students build a customized learning plan based on individual educational goals. All 8th-12th students meet with their assigned High School Counselor yearly to review graduation progress, select courses that will ensure they meet their academic goals, and create a detailed in depth Course of Study that indicates specifically the courses the student will be studying and the vetted curriculum they will be using. A pacing guide for each assigned subject is then created by the teacher who will monitor the completion of the assignments and assessments outlined. All students have access to core subject courses, CTE and elective courses, the opportunity to take advanced high school courses (Honors and AP), credit recovery, and can participate in concurrent enrollment. Students in grades 7-12 are offered live, weekly hybrid courses in all core subjects. The High School Counselor and High School Principal initiate a general education meeting to follow each eighth grade end-of-year IEP to ensure that the students have a four-plan in place for high school. Any SPED curricular questions are addressed with the Case Managers who implement IEP goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to a broad course of study, internal and state assessments, and oversight from credentialed educators due to EACS' personalized learning model. Students who are receiving interventions have access to additional academic resources and tutoring. The EACS High School Counselor and teacher work together to plan the approved courses and develop four year high school plans. The High School Principal and School Counselor monitor student enrollment in the approved courses and work with the student and parents to create a plan based on student interests, goals, and grade-level expectations. When deemed appropriate and based on internal and state assessment results, the Intervention Coordinator works in conjunction with the Special Education Team, High School Counselor, teacher, and Administrative Team to ensure that the student has proper resources and interventions in place to strengthen skills and close any learning gaps. EACS tracks students' volunteer and work-

based hours through remote learning opportunities for the Completer courses. EACS currently offers three CTE pathways: Business Marketing, Digital Media and Photography, and Patient Care. As a result of the collaboration, guidance, and support in place, EACS continues to see great success which is reflected in our high graduate rate and an increased number of students moving on to community colleges, four year colleges, and trade schools.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Since EACS does not have a physical location, providing students with hands-on experience in CTE Capstone courses can be a challenge. However, we have overcome that barrier by encouraging dual enrollment in community colleges where the resources for hands-on instruction and training are readily available.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study and equity based instruction for all students, EACS has replaced Imagine Language and Literacy with Lexia English for EL students in order to have stronger support aligned with ELPAC score report levels and the ELD Framework. EACS has also added NoRedInk (premium) to enhance instructional writing and grammar support, added DreamBox Math as a targeted intervention, refined curriculum menu options for students across all grade levels, and added an additional secondary math intervention course.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of					

Coordinating Instruction	1	2	3	4	5
their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Excel Academy Charter School - Warner	Heidi Gasca Executive Director	hgasca@excelacademy.education (949) 412-3122

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	65.6	40%	58.3%	0.0%	0.0%	0.4%	0.0%	1.4%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Excel Academy Charter School (EACS) delivers a high-quality model of education rooted in personalized learning, flexible schedules, and proven multi-tiered systems of support for all TK-12 grade students. EACS offers students various equity based curriculum options that are vetted for standards alignment and a high level of rigor. Teachers, students, and parents consistently collaborate to properly pace and design an instructional program to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. EACS gathers baseline data from internal assessments, such as the i-Ready benchmark diagnostic assessments in English language arts (ELA) and mathematics, the English Language Proficiency Assessments for California (ELPAC), and the California Assessment of Student Performance and Progress (CAASPP) results. The goal of EACS is to increase the percentage of students who are meeting or exceeding standards in both ELA and math by 2% each year. All assessment results are regularly presented to the local governing board, to educational partners, and through the California School Dashboard. EACS has established baseline data of college and career readiness and strives to increase this by 2% annually. EACS aims for students to complete all standards in ELA, math, science, social studies, visual and performing arts, physical education, health, and world languages while working to be creative and complex thinkers, effective communicators, community and global participants, and empowered, independent learners.

Mission Statement -

Excel Academy Charter School 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.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

All English Learner (EL) students complete assigned targeted ELD curriculum and virtual live instruction that is taught by a Crosscultural, Language, and Academic Development (CLAD) credentialed educator. EL students receive both asynchronous instruction through online programs and synchronous, small group designated instruction. For asynchronous work, EL students in grades K-3 utilize Imagine Language and Literacy, and students in grades 4-12 complete lessons through English 3D with support from their EL teacher. In addition to the assigned ELD online curriculum and designated instruction, Long-Term English Learners (LTELs) receive individualized intervention through the Student Success Team (SST) to gain English proficiency.

ETL science courses are offered to students in grades 7-8. Students will be using the Bright Thinker curriculum along with integrated NGSS standards and personalized lab kits that will provide students a hands-on opportunity to generate problem solving and answer scientific questions. Students in grades 9-12 also participate in ETL courses using Bright Thinker curriculum (i.e. biology, chemistry, and physics).

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Excel Academy Charter School (EACS) believes in fostering strong educational partnerships between the school, parents, students, and all educational partners through continued communication, collaboration, and transparency. EACS values educational partner input to reflect on the school's overall progress, successes, continuous improvement, and to identify and establish the next steps to drive instruction, school-wide goals, and student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. The dedication of the EACS staff has ensured consistent and valued communication between all educational partners. The number one priority of EACS is the success of all students academically, socially, and emotionally. Through our 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 input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence.

Overall Satisfaction Report: Based on 351 parent/guardian responses:

98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023)

98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023)

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. (0.2% increase from 2023)

99.4% of survey respondents agree that EACS clearly communicates academic expectations and encourages academic excellence in all forms of communication. (2% increase from 2023)

Overall Satisfaction Report: Based on 123 student responses (grades 6-12)

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.1% of survey respondents agree that the curriculum provides challenging grade level instruction and assessments of their academic progress, and students feel safe and welcome to discuss their progress with their teachers.

95.1% of survey respondents agree that EACS does a great job communicating with students.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of the positive educational partner feedback and collected data, EACS will continue to implement the proven successful communicative practices in place to keep educational partners informed and connected to student education. EACS is driven to staying on top of the latest trends in education and communication platforms to provide a consistent, open line of communication with all educational partners. EACS is always focused on building participation at SSC, ELAC, and PAC meetings which will remain an area of improvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EACS is committed to encouraging parental participation and involvement by providing flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Parents are provided with training and learning opportunities, in addition to workshops on a variety of topics, for example, EL progress and the reclassification process, parent portal resources, webinars, curriculum menus, Parent Summit informational, Parent Power-Up education events, Back to School events, and teacher/parent training. Teachers and parents work closely to foster a positive relationship that maintains high expectations and promotes academic excellence for all students creating the next generation of leaders. Parents are informed of all communication tools that are available to provide them direct access to their teachers, staff, resources, and all school related meetings. All school related notifications, meeting agendas and minutes, approved policies, informational meetings, and community events are readily made available through Beehively (main platform for communication) and the EACS website and handbook. The LEA's Title 1 Coordinator, Intervention Coordinator, and school counselors actively continue to reach out to homeless and foster youth, and students needing academic and social emotional support. Parents/guardians are informed well in advance and encouraged to attend all quarterly SSC, ELAC, and PAC meetings. The minutes, agendas, and recordings are posted on the EACS website. EACS is working to find ways to enhance and encourage more parent/guardian participation in SSC, ELAC, and PAC meetings. EACS is moving in the direction of providing parents/guardians and students opportunities to promote and shed light on multicultural awareness by focusing on heritage, customs, and traditions through discussions and presentations that will inspire greater attendance.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EACS' commitment to encouraging parental involvement, by developing a trusting and respectful relationship between the school staff and families, is important to building and sustaining positive relationships. EACS develops a strong school-home partnership through the use of communication tools that provide parents with access to the student's teacher, current information about the school, access to students' academic information through a parent portal, opportunities to participate and provide input in teacher-parent/student meetings, parent meetings, and governing board meetings. All applicable notifications are posted on the school website and in the parent handbook. A part of the role of the counselor includes communicating with educational partners about their legal rights. Our Intervention Coordinator shares Title I and Title III related parent rights, applicable policies, and encourages education partnership participation. In conformity with Senate Bill 1375, the school posts information on the school website identifying the school's Title IX/Uniform Complaint Procedure Coordinator, the rights of students and the responsibilities of schools, and a description of how to file a complaint. The school website and the parent/student handbooks contain information about the Annual Notice of Uniform Complaint Procedures. The Notice of Procedural Safeguards is provided to parents of students with an IEP on an annual basis. The notice is provided electronically by email in English or Spanish and is also offered to parents at every IEP meeting. If the parent is a non-native English speaker, a translator is present to provide translation of the document. Parents/guardians have the opportunity to communicate with their students' teachers on a regular basis and are encouraged to reach out through email and by phone to set-up meetings

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input, EACS will continue to focus on partnership and student outcome improvement by offering additional parent education opportunities both in person and virtual, annual surveys, and SSC, ELAC, and PAC meetings.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

EACS' LCAP Goal 3 focuses specifically on establishing connections and partnerships with our families and the surrounding 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. The teacher-parent-student relationship is at the core of student success. EACS will provide students with equity based instruction and the necessary individualized resources, interventions, and support that is critical for growth and progress while keeping parents/guardians informed and involved.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Educational Partner Input data:
 2020-21: 66 Educational Partner Input Survey Participants
 2021-22: 220 Educational Partner Input Survey Participants
 2022-23: 304 Educational Partner Input Survey Participants
 2023-24: 351 Educational Partner Input Survey Participants

EACS is focused on providing effective and meaningful communication that will provide all educational partners opportunities for input in decision making that concerns the equity based education and instruction of all students, as well as the quality of the 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 351 participants in the LCAP Parent/Guardian Input Survey and 123 participants in the LCAP Student Input Survey which

was a positive increase in survey respondents from the previous school year. EACS shared the survey results with educational partners during the ELAC and SSC meetings and in the monthly newsletters.

Meaning: There has been an increase of survey participants due to the ongoing efforts of the increase communication to educational partners to participate in providing survey input.

Use: EACS will continue to monitor the level of educational partner participation in input opportunities and continue to research strategies to encourage participation

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

EACS annually measures growth and progress by seeking input and feedback from all educational partners through annual surveys, teacher/student/parent meetings, board meetings, and through program participation in SSC, ELAC, and PAC meetings. EACS reports the collected results to all educational partners in order to promote transparency and collaboration. Empowering educational partners to provide input and feedback, and participate in decision making, ultimately creates a positive environment where staff, parents/guardians, students, and members of the community and governing board have the opportunity for their voices to be shared and heard. EACS will continue to discuss best practices and train staff on effective strategies for family communication and outreach that ultimately centers around the need for inclusion, building trust, and collaboration. The ultimate goal is for EACS staff to work alongside educational partners in a manner that leads to a positive and successful school environment where students thrive and become lifelong learners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Although the survey results did not indicate or reveal less engagement from underrepresented families, communication remains a top priority by focusing on strengthening collaboration and participation of all families by providing meaningful in-person and virtual support, guidance, and resources. Through multiple measures of communication, in order to seek input for decision making, EACS will reach out to all parents/guardians with consistent reminders of upcoming events and meetings to attend. All parents/guardians will be notified in a timely manner if there are concerns regarding student social and academic achievement.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Students in grades 6-12

98% of survey respondents agree that their teacher is available to speak with them when they need guidance.

95% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.

93.5% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.

96.7% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.

95.9% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.

96.7% of survey respondents feel overall satisfaction with Excel Academy Charter School.

95.1% of survey respondents feel the school does a good job communicating through all forms of communication.

94.3% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

Testimonials

"My learning goals are met."

"Excel already is helping me learn better and I feel as if my learning goals are already fulfilled."

Elementary SEL Survey - Grades TK - 6

83% of survey respondents feel they have an adult to talk to when they are upset (fearful, angry, or sad).

100% of survey respondents believe they have a trusted adult who will help them in any circumstance.

100% of survey respondents believe their students have 1 or 2 people who they consider to be friends.

100% of survey respondents believe their students have an adult to talk to when they are upset (fearful, angry, or sad).

76% of survey respondents are aware of Social Emotional Learning (SEL) groups provided by Excel Academy.

Testimonials:

"We love the social emotional classes on Wednesdays."

Students in grades K - 12 Intervention Feedback

100% of survey respondents agree that their teacher communicates positively and professionally with students and parents.

95% of survey respondents agree that they feel a sense of belonging and part of the classroom community.

93% of survey respondents feel the class helped them grow academically.

Testimonials:

"I appreciate the level of communication teachers maintain with parents and their efforts to engage students."

"The teacher communicates with parents often. My student loves class and is very engaged in it."

"This helped him improve significantly."

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

MEANING: The survey results are shared with educational partners to address trends in the input during the ELAC, SSC, and all staff meetings. There was no input that directly affected the LCAP goals and actions. The most consistent trend we found was praise for EACS and appreciation for all of the resources provided to families.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

USE: EACS takes pride in focusing on continuous improvement by analyzing current curriculum options, internal assessments, and educational partner feedback to ensure students are being provided the best education that serves their individual needs.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

EACS offers students across all grade levels innovative personalized programs and pathways that offer a broad course of study, flexibility, and independent learning developed from data analysis of assessment and academic portfolios built on integrity, accountability and compliance. With the support and guidance of a credentialed teacher, students build a customized learning plan based on individual educational goals. All 8th-12th students meet with their assigned High School Counselor yearly to review graduation progress, select courses that will ensure they meet their academic goals, and create a detailed in depth Course of Study that indicates specifically the courses the student will be studying and the vetted curriculum they will be using. A pacing guide for each assigned subject is then created by the teacher who will monitor the completion of the assignments and assessments outlined. All students have access to core subject courses, CTE and elective courses, the opportunity to take advanced high school courses (Honors and AP), credit recovery, and can participate in concurrent enrollment. Students in grades 7-12 are offered live, weekly hybrid courses in all core subjects. The High School Counselor and High School Principal initiate a general education meeting to follow each eighth grade end-of-year IEP to ensure that the students have a four-plan in place for high school. Any SPED curricular questions are addressed with the Case Managers who implement IEP goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to a broad course of study, internal and state assessments, and oversight from credentialed educators due to EACS' personalized learning model. Students who are receiving interventions have access to additional academic resources and tutoring. The EACS High School Counselor and teacher work together to plan the approved courses and develop four year high school plans. The High School Principal and School Counselor monitor student enrollment in the approved courses and work with the student and parents to create a plan based on student interests, goals, and grade-level expectations. When deemed appropriate and based on internal and state assessment results, the Intervention Coordinator works in conjunction with the Special Education Team, High School Counselor, teacher, and Administrative Team to ensure that the student has proper resources and interventions in place to strengthen skills and close any learning gaps. EACS tracks students' volunteer and work-

based hours through remote learning opportunities for the Completer courses. EACS currently offers three CTE pathways: Business Marketing, Digital Media and Photography, and Patient Care. As a result of the collaboration, guidance, and support in place, EACS continues to see great success which is reflected in our high graduate rate and an increased number of students moving on to community colleges, four year colleges, and trade schools.

- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Since EACS does not have a physical location, providing students with hands-on experience in CTE Capstone courses can be a challenge. However, we have overcome that barrier by encouraging dual enrollment in community colleges where the resources for hands-on instruction and training are readily available.

- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to a broad course of study and equity based instruction for all students, EACS has replaced Imagine Language and Literacy with Lexia English for EL students in order to have stronger support aligned with ELPAC score report levels and the ELD Framework. EACS has also added NoRedInk (premium) to enhance instructional writing and grammar support, added DreamBox Math as a targeted intervention, refined curriculum menu options for students across all grade levels, and added an additional secondary math intervention course.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district					

Coordinating Instruction	1	2	3	4	5
pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>					
<p>3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.</p>					
<p>4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.</p>					
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>					
<p>6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.</p>					
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Coversheet

Approval of Extension of Employment Agreement and Salary Schedule for the Executive Director/CEO

Section: VII. Personnel Services
Item: A. Approval of Extension of Employment Agreement and Salary Schedule
for the Executive Director/CEO
Purpose: Vote
Submitted by:
Related Material: H. Gasca Contract 2024.pdf
CEO_Executive_Director-2024_2025.pdf



EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement") is made and entered into effective as of June 20, 2024, 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, 2024 and terminate on June 30, 2027, 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 20, 2024 at 10:00 AM
administrative and supervisory staff that in her judgment would best serve the Charter School, 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 \$203,860.00. 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

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 confidentiality concerning the contents of any evaluation. A copy of each final evaluation will be provided to the Executive Director/CEO.

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

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

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 20 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)



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 is 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.

- Five or more years of teaching experience with progressively increasing levels of responsibility in leadership/mentoring
- Five years in independent study administration strongly preferred
- Bachelor's degree required; advanced degree preferred
- A valid, current, and appropriate California Administrative Services credential.
- 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

*Executive Director/CEO Job Description
Board Approval: March 2024*

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
- 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

*Executive Director/CEO Job Description
Board Approval: March 2024*

- 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

School Development

- 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
- 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.

*Executive Director/CEO Job Description
Board Approval: March 2024*

- 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
- 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

*Executive Director/CEO Job Description
Board Approval: March 2024*

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:

- 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

*Executive Director/CEO Job Description
Board Approval: March 2024*

- 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.

Employee Signature

Printed Name

Date

*Executive Director/CEO Job Description
Board Approval: March 2024*