



## Excel Academy (CA)

### Regular Meeting of the Board of Directors

Published on June 13, 2025 at 5:49 PM PDT

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#### Date and Time

Wednesday June 18, 2025 at 9:55 AM PDT

#### Location

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

1185 Calle Dulce, Chula Vista, CA 91910  
1545 Apache Drive, Chula Vista, CA 91910  
~~1420 E. Palomar St, Chula Vista 91913~~ (*Teleconference location will not be utilized.*)  
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: 864 0979 1619

URL: <https://us06web.zoom.us/j/86409791619>

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#### 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
<b>I. Opening Items</b>			<b>9:55 AM</b>
<b>A.</b> Call the Meeting to Order		William Hall	1 m
<b>B.</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			
<b>II. Pledge of Allegiance</b>			<b>9:57 AM</b>
<b>A.</b> Led by Board President or designee.		William Hall	1 m
<b>III. Approve/Adopt Agenda</b>			<b>9:58 AM</b>
<b>A.</b> 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 18, 2025.			

	Purpose	Presenter	Time
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. Board Governance

9:59 AM

- |           |   |      |             |     |
|-----------|---|------|-------------|-----|
| <b>A.</b> | Approval of 2025-2026 Board Evaluator Stipend | Vote | Heidi Gasca | 3 m |
|-----------|---|------|-------------|-----|

It is recommended the Board approve a stipend of \$450 per month, totaling \$5,400 annually for each of the two designated Board Evaluators for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053). This stipend is for their role in conducting a comprehensive 12-month evaluation of the Superintendent/CEO during the 2025-2026 period.

**Fiscal Impact: \$10,800 annually** *(Combined total for two evaluators)*

Warner (#2053): \$7,128.00

Helendale (#2073): \$3,672.00

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

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

**VI. Education/Student Services****10:02 AM**

- |           |   |      |             |     |
|-----------|---|------|-------------|-----|
| <b>A.</b> | Adoption of 2025-2026 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 2025-26 school year, Helendale (#2073) and Warner (#2053).

- a. 2025-26 LCAP Plan (Helendale)
- b. 2025-26 LCAP Plan (Warner)

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- |           |   |      |             |     |
|-----------|---|------|-------------|-----|
| <b>B.</b> | Approval of 2025-2026 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools | Vote | Heidi Gasca | 3 m |
|-----------|---|------|-------------|-----|

It is recommended the Board approve the 2025-2026 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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_



	Purpose	Presenter	Time
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**VII. Business/Financial Services****10:08 AM**

- |           |   |      |             |     |
|-----------|---|------|-------------|-----|
| <b>A.</b> | Approval of the School Pathways LLC Agreement for 2025-26 (Renewal) | Vote | Heidi Gasca | 3 m |
|-----------|---|------|-------------|-----|

It is recommended the Board approve School Pathways LLC Agreement renewal for 2025-2026 for Excel Academy Charter Schools, Helendale (#2073) and Warner (#2053).

**Fiscal Impact: \$120,006.18**

Warner (#2053): \$71,046.93

Helendale (#2073): \$48,959.25

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

- |           |  |      |              |     |
|-----------|--|------|--------------|-----|
| <b>B.</b> | Adoption of the 2025-26 Budget for Excel Academy Charter Schools | Vote | Joe Sorrrera | 2 m |
|-----------|--|------|--------------|-----|

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

- a. 2025-26 Preliminary Budget
- b. 2024-25 Education Protection Account (EPA) Plan Actuals (Helendale)
- c. 2024-25 Education Protection Account (EPA) Plan Actuals (Warner)
- d. 2025-26 Education Protection Account (EPA) Multi-Year Plan (Helendale)
- e. 2025-26 Education Protection Account (EPA) Multi-Year Plan (Warner)
- f. 2025-26 Local Control Funding Formula (LCFF) Budget Overview for Parents (Helendale)
- g. 2025-26 Local Control Funding Formula (LCFF) Budget Overview for Parents (Warner)

**Fiscal Impact:** *As presented in the 2025-2026 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 _____	

**VIII. Personnel Services****10:13 AM**

- |           |  |      |             |     |
|-----------|--|------|-------------|-----|
| <b>A.</b> | Approval of Superintendent of Schools' Employment Agreement and Salary Placement | Vote | Heidi Gasca | 5 m |
|-----------|--|------|-------------|-----|

It is recommended the Board approve the Superintendent of Schools' Employment Agreement and Salary Placement 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, 2025.

**Fiscal Impact: \$209,976.00**

Warner (#2053): \$138,584.16

Helendale (\$2073): \$71,391.84

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**IX. Calendar**

The next scheduled meeting will be a Study Session on August 14, 2025.

The next Regular Board of Directors meeting will be held on September 11, 2025.

**X. Closing Items**

- |           |                 |      |
|-----------|-----------------|------|
| <b>A.</b> | 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

### Adoption of 2025-2026 Local Control and Accountability Plans (LCAP)

**Section:** VI. Education/Student Services  
**Item:** A. Adoption of 2025-2026 Local Control and Accountability Plans (LCAP)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
2025\_Local\_Control\_and\_Accountability\_Plan\_Excel\_Academy\_Charter\_School\_-\_Warner\_20250605 FINAL 2025.pdf  
2025\_Local\_Control\_and\_Accountability\_Plan\_Excel\_Academy\_Charter\_School\_-\_Helendale\_20250605 FINAL 2025.pdf



## LCFF Budget Overview for Parents

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

CDS Code: California

School Year: 2025-26

LEA contact information:

Heidi Gasca

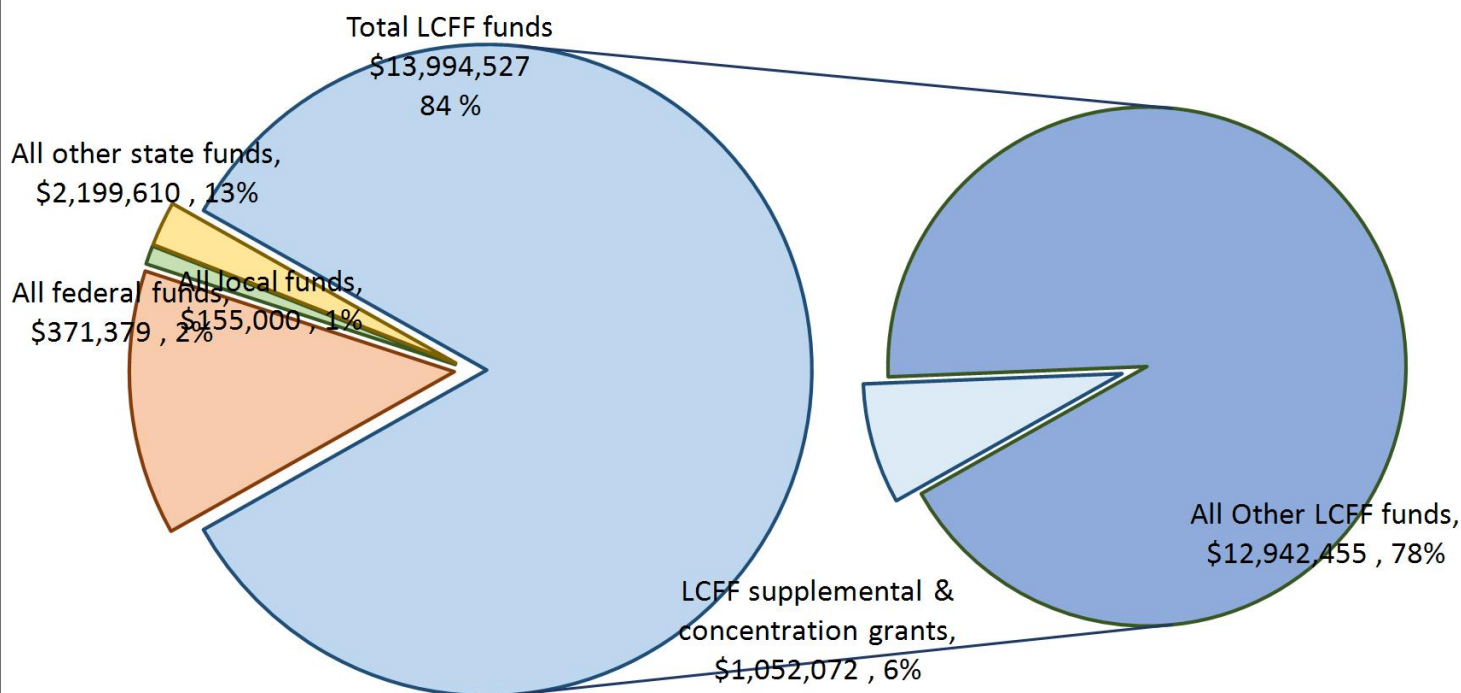
Executive Director

(949) 412-3122

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

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source

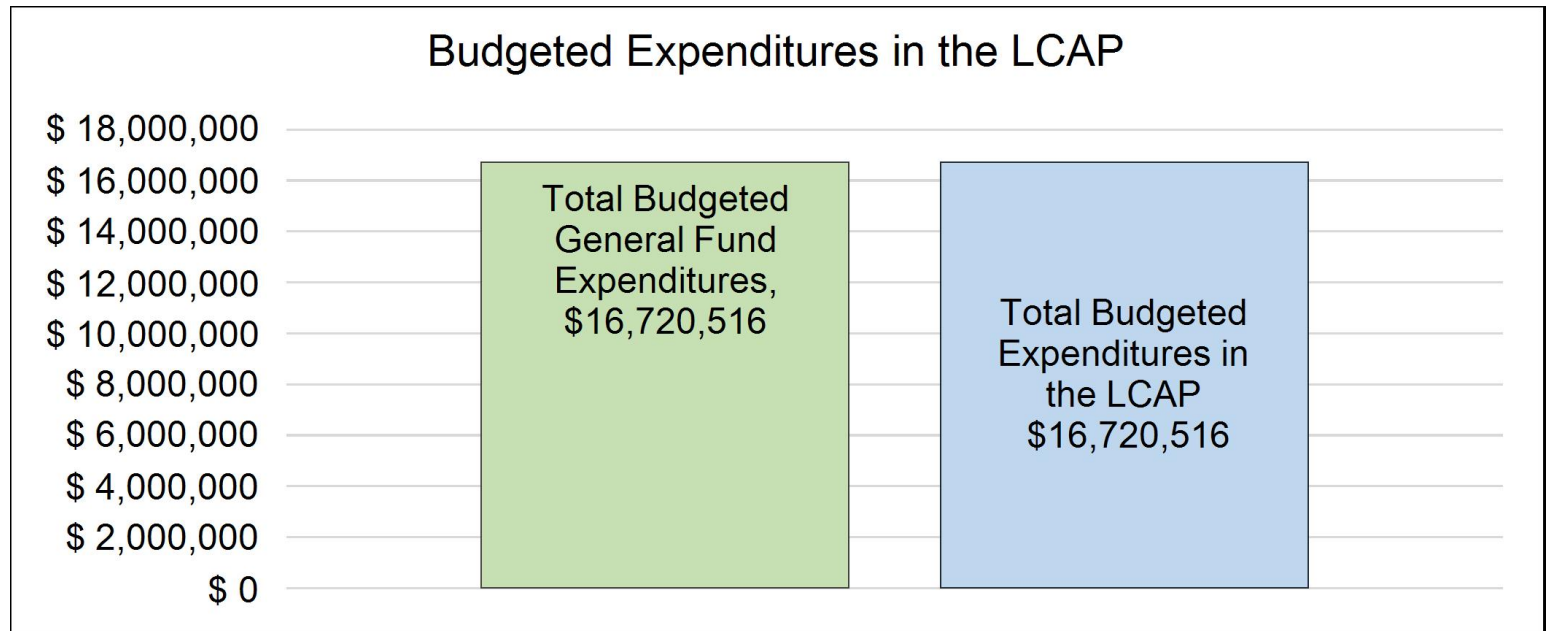


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is \$16,720,516, of which \$13,994,527 is Local Control Funding Formula (LCFF), \$2,199,610 is other state funds, \$155,000 is local funds, and \$371,379 is federal funds. Of the \$13,994,527 in LCFF Funds, \$1,052,072 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Excel Academy Charter School - Warner plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

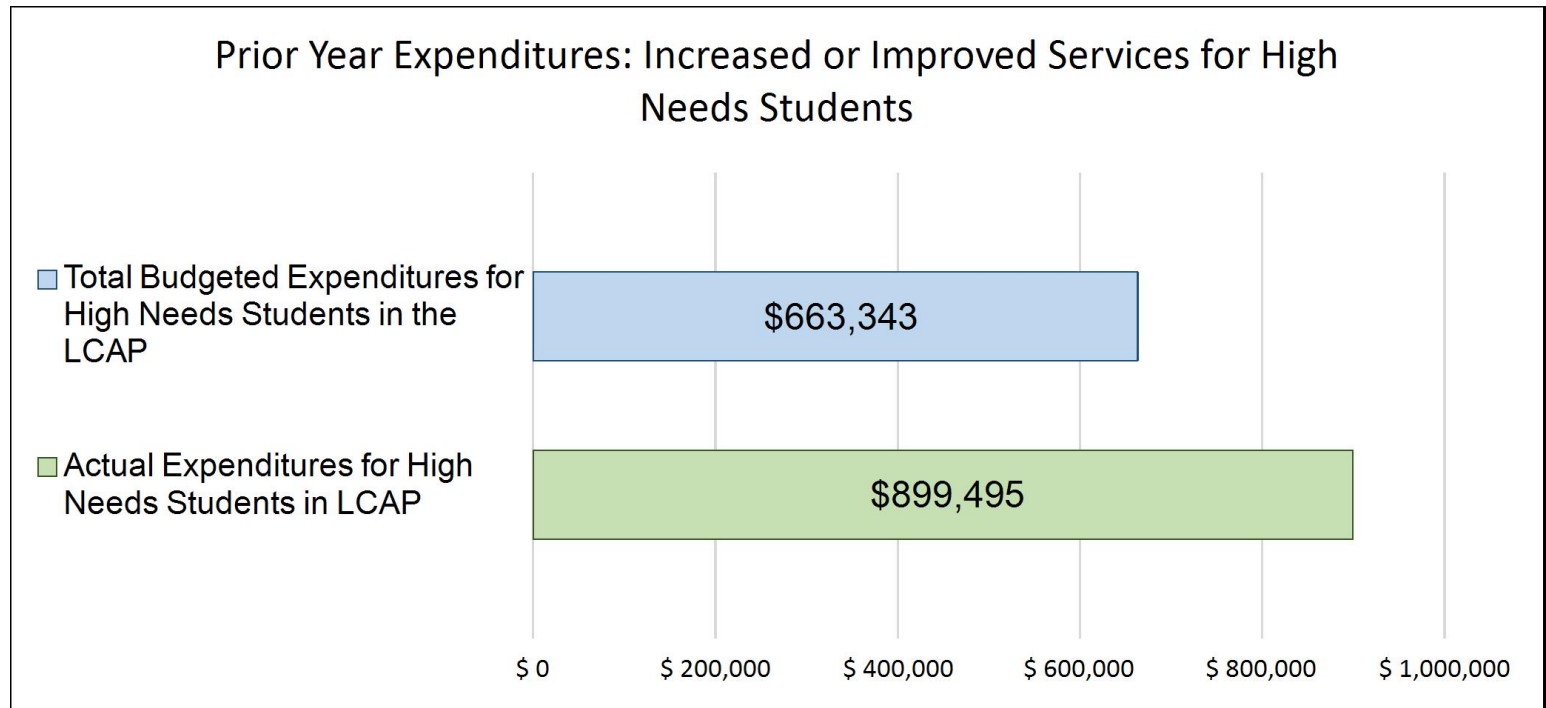
The text description of the above chart is as follows: Excel Academy Charter School - Warner plans to spend \$16,720,516 for the 2025-26 school year. Of that amount, \$16,720,516 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Excel Academy Charter School - Warner is projecting it will receive \$1,052,072 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Warner must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Warner plans to spend \$1,052,072 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Excel Academy Charter School - Warner's LCAP budgeted \$663,343.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent \$899,495.00 for actions to increase or improve services for high needs students in 2024-25.





## 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 [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 in person 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 and taught directly 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, a California Distinguished School, 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. For the 2024-2025 school year, Excel Academy Charter School - Warner reported an enrollment of 1069 students. This includes the enrollment of 41.7% socio-economically disadvantaged, 3.5% English Learners, 9.07% Special Education, 0.47% Homeless, and 0% Foster Youth. 30.5% 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 Data

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 2024-2025 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). 77% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 15% since the first diagnostic in September. 70% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 20% since the first diagnostic in September.

## Placement by Student Group

### English Language Arts

English Learner Students - 19% growth from fall to spring with 52% of students meeting or exceeding grade level expectations

Socioeconomically Disadvantaged Students - 13% growth from fall to spring with 69% of students meeting or exceeding grade level expectations

Students With Disabilities - 13% growth from fall to spring with 40%% of students meeting or exceeding grade level expectations

### Mathematics

English Learner Students - 29% growth from fall to spring with 55% of students meeting or exceeding grade level expectations

Socioeconomically Disadvantaged Students - 20% growth from fall to spring with 65% of students meeting or exceeding grade level expectations

Students With Disabilities - 16% growth from fall to spring with 36%% of students meeting or exceeding grade level expectations

\*\*\*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.

### WIN Intervention Data

60% of students participating in a WIN intervention grew by one or more grade level in six months.

49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months.

43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready assessment data.

21% of students in the WIN Intervention Program (ELA and/or Math) reached proficiency. (i-Ready assessments)

46% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

50% of the EACS identified homeless and foster youth populations, served through general education, are proficient in Math, based on the spring i-Ready benchmark assessment data.

67% of the EACS identified homeless and foster youth populations, served through general education, are proficient in ELA based on the spring i-Ready benchmark assessment data.

### CAASPP Data

The 2023-2024 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math. There is a significant and positive impact of contiguous enrollment with the average distance from standard for students who have been enrolled with Excel Academy for 3+ years are nearly 18 points higher in ELA and over 20 points higher in math compared to those who enrolled in their first year.

61% of students met or exceeded standards in ELA. There is a 5% decrease from the 2022-2023 test scores.

52% of students met or exceeded standards in math. There is a 4% decrease from the 2022-2023 test scores.

In comparison to 61 charter schools with similar demographics and enrollment, EACS ranked 8th overall in ELA and 3rd overall in math.

### CAASPP Grade Level & Subgroup Improvements

From 2023, EL students improved in ELA by 6%.

76% of 11th grade students are at or above grade level in ELA = 3% increase from 2023

46% of 11th grade students are at or above grade level in math = 4% increase from 2023

58% of 7th grade students are at or above grade level in math = 9% increase from 2023

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 and strategic planning, 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.

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 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.

100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.

95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.

97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.  
 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.  
 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.  
 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.  
 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.  
 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.  
 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.  
 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.  
 98.3% of survey respondents feel the school does a good job communicating through all forms of communication.  
 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

#### Testimonials

"Excel Academy provides everything I need."

"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"

"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

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, themed community events, virtual learning lessons across all core subjects, increased daily drop-in class offerings: art, Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, homework help, teen talk, yoga, and read alouds, elementary homerooms to ignite a

sense of belonging within each grade level, and field trips throughout Southern California. In addition, students had access to participate in: Care Solace surveys to better support mental health, the annual spelling bee and science fair, and the student council and leadership 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. 63% 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 offered additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

9) Writing assessments were implemented to gauge student strengths and areas of improvement across all grade levels, goal setting was in place based on local assessment data results, and virtual teachers implemented NearPod, a virtual learning enhancement resource, to engage students in interactive lessons.

10) Ongoing professional development took place within the departments and at learning conferences with department leads presenting sessions, for example, MTSS and LGBTQ+ Youth - Compassion and Legal Compliance. EACS received the Pioneer Award at the 21st APLUS+ Network Conference for academic achievement. For the second year in a row, EACS proudly received recognition on the ERP Honor Roll that recognizes schools and districts that consistently demonstrate high levels of student achievement and reduction in learning gaps. Only 21% of schools and 22% of districts received this prestigious honor.

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 can be maintained and improved 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. 2024-2025 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 Parent Power-Up. Parent training included sessions pertaining to: learning in the home with routines and materials, student intervention and support, behavioral health and resource support, community connections, pacing courses, and curriculum and materials support.

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. EACS will pilot a writing program to provide students with benchmark assessment and lesson support to develop written expression.

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 2025-2026 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
<p>Weekly Cabinet Meetings - Administrators (Executive Director, Director of Operations and Accountability, Director of Business Services, Director of Education, Director of Special Education, Director of Human Resources, and Senior Communications Coordinator)</p> <p>Monthly Department Lead Meetings - (Cabinet meeting attendees, Elementary Principal, Secondary Principal, Counselors, Senior Compliance Coordinator, Admissions Coordinator)</p> <p>Operations Monthly Meetings - (Director of Operations and Accountability, Director of Human Resources, Senior Compliance Coordinator, Senior Communications Coordinator, Classified Staff)</p>	<p>Meetings are held 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. Communication and collaboration amongst the team, and the implementation of procedures, policies, and programs, contribute and influence the development of the LCAP.</p>
SSC, ELAC, PAC - Meetings	<p>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</p> <p>Request completion of EACS surveys from educational partners</p>
PLC (Personal Learning Communities) Meetings	<p>PLCs meet monthly (comprised of all elementary, secondary, and virtual intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes</p> <p>Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students</p>

Educational Partner(s)	Process for Engagement
	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
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 - monthly Parent/Student surveys - monthly and annual Feedback from educational partners influence the development of the LCAP Department Surveys for Parents and Students (Intervention, Education, Counseling, Special Education Departments)
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), Parent Power-Up and PAC meeting (breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered opportunities to meet with 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 21, 2024 and SSC on May 22, 2025 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, socio-economically disadvantaged students, students with disabilities, and underrepresented students

- 6) Improving ELA and math performance for all students and building English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 7) 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))

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 2023-2024 ELA CAASPP data.  61% met or exceeded standards 21% nearly 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
		18% not met standards				
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 2023-2024 math CAASPP data.  52% met or exceeded standards 24% nearly met standards 24% 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.	2025 i-Ready ELA Spring Scores ALL Tier 1: 77% Tier 2: 14% Tier 3: 9%  English Learners Tier 1: 52% Tier 2: 29% Tier 3: 19%  Economically Disadvantaged Tier 1: 69% Tier 2: 16% Tier 3: 13%  Students w/ IEPs Tier 1: 40% Tier 2: 16% Tier 3: 44%			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.	<p>2025 i-Ready Math Spring Scores</p> <p>ALL</p> <p>Tier 1: 70%</p> <p>Tier 2: 20%%</p> <p>Tier 3: 10%</p> <p>English Learners</p> <p>Tier 1: 55%</p> <p>Tier 2: 29%</p> <p>Tier 3: 16%</p> <p>Economically Disadvantaged</p> <p>Tier 1: 65%</p> <p>Tier 2: 22%</p> <p>Tier 3: 13%</p> <p>Students w/ IEPs</p> <p>Tier 1: 36%</p> <p>Tier 2: 17%</p> <p>Tier 3: 47%</p>			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	<p>2023-2024 Summative ELPAC Data - 38% of students are proficient per DataQuest/CDE</p> <p>Level 4 - 38% (well developed)</p> <p>Level 3 - 43% (moderately developed)</p> <p>Level 2 - 14.2% (somewhat developed)</p> <p>Level 1 - 4.7% (beginning to develop)</p>			Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	
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 [2024-25]

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.

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.

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

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics. 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 2025, 60% of students participating in a WIN intervention grew by one or more grade level in six months. 49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months. 43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready 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, Parent Power-Up, 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 2025, 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, target 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.**

## 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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.	\$105,799.00	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"> <li>• Online courses, credit recovery, core programs</li> <li>• Supplemental curriculum and materials supporting Common Core Standards</li> <li>• Extended School year</li> <li>• Curriculum aligned to Common Core</li> <li>• English Language Development (ELD) curriculum</li> </ul> UPK - TK students' instructional support	\$13,963,655.00	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) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.	\$85,573.00	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, Parent Power-Up, and teacher parent training.	\$15,624.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	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. Students will have opportunities to participate in community events and field trips that will enhance their academic and social emotional well being and overall growth.	\$47,824.00	No Yes
<b>1.7</b>	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). Implementation of English Learner (EL) English language development (ELD) curriculum and direct instruction. Implementation of the Write Score pilot writing program to enhance written expression, GATE testing, Reading Difficulties Screener, and Care Solace.	\$219,136.00	No Yes
<b>1.8</b>	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.	\$13,528.00	No Yes

# 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 2024 data	2024 Data - Eligible Cumulative Enrollment - 1072 per DataQuest - 1.4% Chronic Absenteeism - CA Dashboard -		Continue to maintain or decrease Chronic Absenteeism rate of .01%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Number of Students 864			
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% expulsion rate each year	
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	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		100% of teachers are appropriately credentialed for the courses they teach	

## Goal Analysis [2024-25]

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.

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.

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

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

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

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

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

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness. EACS continues to make cultural awareness a priority through community events and communication.

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, target 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.**

## 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.	\$58,184.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	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.	\$170,228.00	No
<b>2.3</b>	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.	\$194,330.00	No Yes
<b>2.4</b>	Technology	2.4 Purchase technological devices for students to have access to instruction as needed. Provide professional development to promote student engagement and develop 21st Century skills.	\$186,237.00	No Yes
<b>2.5</b>	Professional Development	2.5 Professional development in cultural awareness.	\$0.00	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 2024-2025 Maintain or increase by 2%			Maintain or increase by 2%	
3.2	State Local Indicator Priority 6:	Overall Satisfaction Report: Based on 287			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	<p>parent/guardian responses:</p> <p>99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.</p> <p>100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.</p> <p>95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.</p> <p>97.2% of survey respondents believe that the school uses assessment data to modify and monitor</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>curriculum and instruction of students. 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable. 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.</p> <p>Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.</p> <p>Overall Satisfaction Report: Based on 181 student responses (grades 6-12)</p> <p>99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.</p> <p>95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.</p> <p>93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.</p> <p>100% of survey respondents agree that</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>their teacher cares about their education and is committed to helping them succeed. 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress. 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School. 98.3% of survey respondents feel the school does a good job communicating through all forms of communication. 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).</p> <p>Meaning: Overall high satisfaction rate with the school program.</p> <p>Use: EACS will maintain focus on student progress and success through transparency, consistent</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated in June of 2024.		Consistent plan and review process	

## Goal Analysis [2024-25]

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.

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.

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

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

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

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

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

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

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by EACS 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, administration, and the school leadership team.

Impact on Student Learning: EACS received positive feedback on the annual LCAP surveys from parents and students. EACS will continue to strive to 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. Also, 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, target 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.**

## 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.	\$0.00	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.	\$136,558.00	No 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.	\$67,456.00	No Yes
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.	\$209,658.00	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.	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	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.	\$980.00	Yes
<b>3.7</b>	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, administration, and the school leadership team.	\$0.00	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.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Baseline from 2024 CA Dashboard Data - 83.3% graduated - declined 14/4%%			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
		(orange on the dashboard), number of students = 42				
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	College/Career - Baseline from 2024 CA Dashboard Data - Prepared 33.3% - 42 students - maintained 1.5% (orange on the dashboard)  Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation			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  2024-2025 - Establish a baseline from the collected data of graduates who completed the requirements from UC/CSU admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

## Goal Analysis [2024-25]

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.

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.

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

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

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

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

Effectiveness 4.4: Excel Academy ensures all students have 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, target 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.**

## 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.	\$18,536.00	No Yes
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.	\$302,352.00	No Yes
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	\$880,054.00	No

Action #	Title	Description	Total Funds	Contributing
		and rigorous curriculum supporting graduation and college and career readiness.		
<b>4.4</b>	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$16,859.00	Yes
<b>4.5</b>	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.	\$0.00	Yes
<b>4.6</b>	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.	\$27,945.00	No
<b>4.7</b>	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.	\$0.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,052,072	\$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
8.129%	0.000%	\$0.00	8.129%

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
<b>1.2</b>	<p><b>Action:</b> Student Monitoring</p> <p><b>Need:</b> Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p><b>Scope:</b></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.	
<b>1.5</b>	<b>Action:</b> Parent Training  <b>Need:</b> Parents - Home Educators  <b>Scope:</b> LEA-wide	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 Parent Training - Parent Power-Up attendance and engagement Parent Training Videos - Curriculum, Test Prep - Engagement and Use
<b>1.6</b>	<b>Action:</b> Grade Level Curriculum and Instruction  <b>Need:</b> Unduplicated students need access to grade level curriculum to stay on target to meet grade level expectations, resources and direct support to make progress within the domains and content, and opportunities to participate in real-life experiences and hands-on learning.  <b>Scope:</b> LEA-wide	All students, including unduplicated students, are provided an equity-based education that is designed to meet their individual needs, will build on their strengths, and close learning gaps with the proper support, resources, and interventions.	Collected coursework, assessments, survey feedback from community events
<b>1.7</b>	<b>Action:</b> Student Monitoring and Support  <b>Need:</b>	Monitoring all students 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	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All unduplicated students who need additional support, resources, monitoring, guidance, and interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</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>
<b>1.8</b>	<p><b>Action:</b> Needs Assessment and Data Analysis</p> <p><b>Need:</b> Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study.</p> <p><b>Scope:</b> LEA-wide</p>	<p>EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.</p>	<p>i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments</p>
<b>2.3</b>	<p><b>Action:</b> Educational Partner Communication</p> <p><b>Need:</b> Unduplicated families need to stay informed for students to be successful in school. EACS needs to ensure that all students, including unduplicated students, have access to all information and are able to provide support when necessary. In addition, EACS highly encourages all parents and guardians to</p>	<p>Effective communication and involvement with educational partners are essential and universally needed to support all students.</p>	<p>Survey results, feedback on social media platforms, communication with staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>participate in surveys and have open lines of communication so their voices can be heard.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.4</b>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> All students, including unduplicated students, need the proper resources and technology to be able to master grade level curriculum and assignments, and to be set up for success.</p> <p><b>Scope:</b> LEA-wide</p>	Equity based instruction, curriculum, and technology are available to all students based on their individual needs.	Professional development participation, feedback, assignment completion and growth using school issued devices
<b>3.2</b>	<p><b>Action:</b> Educational Partner Partnerships</p> <p><b>Need:</b> All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate.</p> <p><b>Scope:</b> 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.	<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>
<b>3.3</b>	<p><b>Action:</b> School Climate</p> <p><b>Need:</b></p>	All students, including unduplicated students, benefit from surveys because the feedback collected helps schools strengthen relationships and make meaningful improvements. When parents, students, and teachers share their voices	Surveys, documentation of communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EACS needs to gauge the well-being of unduplicated students to ensure that the school is providing an environment where students can thrive.</p> <p><b>Scope:</b> LEA-wide</p>	through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a learning environment that is safe, positive, inclusive, and welcoming for all.	
<b>3.6</b>	<p><b>Action:</b> Communication and Translation Services</p> <p><b>Need:</b> Unduplicated students needing translation services and support - EL students, parents, and guardians</p> <p><b>Scope:</b> 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.	<p>Survey responses</p> <p>Teacher feedback</p> <p>Department lead feedback</p> <p>Attendance at school events</p>
<b>4.1</b>	<p><b>Action:</b> College and Career Readiness and Career Technical Education</p> <p><b>Need:</b> Unduplicated students in high school need to have access to a comprehensive program and courses that focus on their individual strengths and interests, so they are prepared for college and career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	All students are provided an equity-based education to be set up for success with opportunities to participate in CTE pathways and programs that prepare them for college and the workplace.	CTE enrollment and completers, monitoring of student growth in academic subjects, and post-secondary placement for students who have graduated from EACS

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
<b>4.2</b>	<p><b>Action:</b> High School Graduation</p> <p><b>Need:</b> Unduplicated students transitioning from middle school and working through high school will need to have consistent monitoring of their academic, social, and emotional well being, attendance, and work completion. Support, resources, guidance, and interventions will be provided based on individual needs.</p> <p><b>Scope:</b> LEA-wide</p>	All students are deserving of and provided an equity-based education to be set up for success with proper support and guidance to be able to graduate.	Transcripts, report cards, course completion, attendance, teacher-parent-student communication and conferences
<b>4.4</b>	<p><b>Action:</b> Testing</p> <p><b>Need:</b> All unduplicated students need access to resources to successfully prepare for state assessments.</p> <p><b>Scope:</b> 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.	Assessment and Accountability Department Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
<b>4.5</b>	<p><b>Action:</b> Testing</p> <p><b>Need:</b> Low-income pupils and foster youth</p> <p><b>Scope:</b></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

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		

### **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
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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 unduplicated students, who had targeted interventions, were identified through a collaborative effort with the school's Executive Director, administration, and leadership team. 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, CAASPP, and ELPAC test scores, and an increase in our graduation and college and career readiness rates.

### **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.

N/A

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

2025-26 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	12,942,455	1,052,072	8.129%	0.000%	8.129%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,994,526.00	\$2,199,611.00	\$155,000.00	\$371,379.00	\$16,720,516.00	\$10,423,743.00	\$6,296,773.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-26	\$105,799.00	\$0.00	\$105,799.00	\$0.00	\$0.00	\$0.00	\$105,799.00	
1	1.3	Broad Course of Study	All	No			All Schools	2025-26	\$8,967,753.00	\$4,995,902.00	\$11,671,432.00	\$1,948,213.00	\$155,000.00	\$189,010.00	\$13,963,655.00	
1	1.4	Professional Development	All	No			All Schools	2025-26	\$11,000.00	\$74,573.00	\$0.00	\$69,073.00	\$0.00	\$16,500.00	\$85,573.00	
1	1.5	Parent Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-26	\$0.00	\$15,624.00	\$15,624.00	\$0.00	\$0.00	\$0.00	\$15,624.00	
1	1.6	Grade Level Curriculum and Instruction	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$47,824.00	\$0.00	\$47,824.00	\$0.00	\$0.00	\$0.00	\$47,824.00	
1	1.7	Student Monitoring and Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$189,825.00	\$29,311.00	\$189,825.00	\$0.00	\$0.00	\$29,311.00	\$219,136.00	
1	1.8	Needs Assessment and Data Analysis	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$13,528.00	\$13,528.00	\$0.00	\$0.00	\$0.00	\$13,528.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2025-26	\$58,184.00	\$0.00	\$58,184.00	\$0.00	\$0.00	\$0.00	\$58,184.00	
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2025-26	\$170,228.00	\$0.00	\$170,228.00	\$0.00	\$0.00	\$0.00	\$170,228.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Educational Partner Communication	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$162,679.00	\$31,651.00	\$194,330.00	\$0.00	\$0.00	\$0.00	\$194,330.00	
2	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$31,857.00	\$154,380.00	\$31,857.00	\$154,380.00	\$0.00	\$0.00	\$186,237.00	
2	2.5	Professional Development	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Educational Partner Partnerships	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$136,558.00	\$0.00	\$0.00	\$0.00	\$0.00	\$136,558.00	\$136,558.00	
3	3.3	School Climate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	\$0.00	\$67,456.00	\$67,456.00	\$0.00	\$0.00	\$0.00	\$67,456.00	
3	3.4	Student Services	All	No			All Schools	2025-26	\$209,658.00	\$0.00	\$209,658.00	\$0.00	\$0.00	\$0.00	\$209,658.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-26	\$0.00	\$980.00	\$980.00	\$0.00	\$0.00	\$0.00	\$980.00	
3	3.7	School Operating Services	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	College and Career Readiness and Career Technical Education	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$18,536.00	\$0.00	\$18,536.00	\$0.00	\$0.00	\$0.00	\$18,536.00	
4	4.2	High School Graduation	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$302,352.00	\$0.00	\$302,352.00	\$0.00	\$0.00	\$0.00	\$302,352.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2025-26	\$0.00	\$880,054.00	\$880,054.00	\$0.00	\$0.00	\$0.00	\$880,054.00	
4	4.4	Testing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-26	\$11,490.00	\$5,369.00	\$16,859.00	\$0.00	\$0.00	\$0.00	\$16,859.00	



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	4.5	Testing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	A-G and Career Technical Education Courses	All	No			All Schools	2025-26	\$0.00	\$27,945.00	\$0.00	\$27,945.00	\$0.00	\$0.00	\$27,945.00	
4	4.7	Needs Assessment - Data Analysis	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

# 2025-26 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
12,942,455	1,052,072	8.129%	0.000%	8.129%	\$1,004,970.00	0.000%	7.765 %	<b>Total:</b>	\$1,004,970.00
								<b>LEA-wide Total:</b>	\$1,004,970.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$105,799.00	
1	1.4	Professional Development				All Schools	\$0.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners	All Schools	\$15,624.00	
1	1.6	Grade Level Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$47,824.00	
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,825.00	
1	1.8	Needs Assessment and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		\$13,528.00	
2	2.3	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		\$194,330.00	
2	2.4	Technology	Yes	LEA-wide	English Learners Foster Youth		\$31,857.00	

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 (%)
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	Low Income English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		\$67,456.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$980.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$18,536.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$302,352.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,859.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$15,364,875.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1		No	\$0	\$0
1	1.2	Student Monitoring	Yes	\$102,395.00	
1	1.3	Broad Course of Study	No	\$12,866,128.00	
1	1.4		No	\$76,777.00	
1	1.5	Parent Training	Yes	\$12,000.00	
1	1.6		No	\$0	
1	1.7	Student Monitoring and Support	Yes	\$126,835.00	
1	1.8	Needs Assessment and Data Analysis	No Yes	\$13,529.00	
2	2.1		No	\$44,374.00	
2	2.2		No	\$161,886.00	

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	\$165,910.00	
			Yes		
2	2.4	Technology	No	\$160,630.00	
			Yes		
2	2.5	Professional Development	No	\$0	
3	3.1		No	\$0	
3	3.2	School Climate	Yes	\$260,000.00	
3	3.3	Educational Partner Partnerships	No	\$46,056.00	
			Yes		
3	3.4	Student Services	No	\$195,679.00	
3	3.5	School Climate and School Safety	No	\$0	
3	3.6	Communication and Translation Services	Yes	\$980.00	
3	3.7	School Operating Services	No	\$0	
4	4.1	College and Career Readiness and Career Technical Education	No	\$15,122.00	
4	4.2	High School Graduation	No	\$293,896.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No	\$814,866.00	
4	4.4	Testing	Yes	\$3,844.00	
4	4.5			\$0	
4	4.6	A-G and Career Technical Education Courses	No	\$3,968.00	
4	4.7	Needs Assessment - Data Analysis	No	\$0	

# 2024-25 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)
\$959,162.00	\$663,343.00	\$899,495.00	(\$236,152.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes	\$0	\$102,395.00		
1	1.5	Parent Training	Yes	\$0	\$12,000.00		
1	1.7	Student Monitoring and Support	Yes	\$51,440.00	\$126,835.00		
1	1.8	Needs Assessment and Data Analysis	Yes	\$9,016.00	\$13,528.00		
2	2.3	Educational Partner Communication	Yes	\$32,550.00	\$165,909.00		
2	2.4	Technology	Yes	\$62,000.00	\$160,630.00		
3	3.2	School Climate	Yes	\$419,305.00	\$254,303.00		
3	3.3	Educational Partner Partnerships	Yes	\$85,188.00	\$46,056.00		
3	3.6	Communication and Translation Services	Yes	\$0.00	\$980.00		
4	4.4	Testing	Yes	\$3,844.00	\$16,859.00		

# 2024-25 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)
	\$959,162.00		0.000%	\$899,495.00	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](mailto:LCFF@cde.ca.gov).*

## Introduction and Instructions

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

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

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

- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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

### Requirements

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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



- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## 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:

2025-26 Local Control and Accountability Plan for Excel Academy Charter School - Warner



- 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 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 2024





## LCFF Budget Overview for Parents

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

CDS Code: California

School Year: 2025-26

LEA contact information:

Heidi Gasca

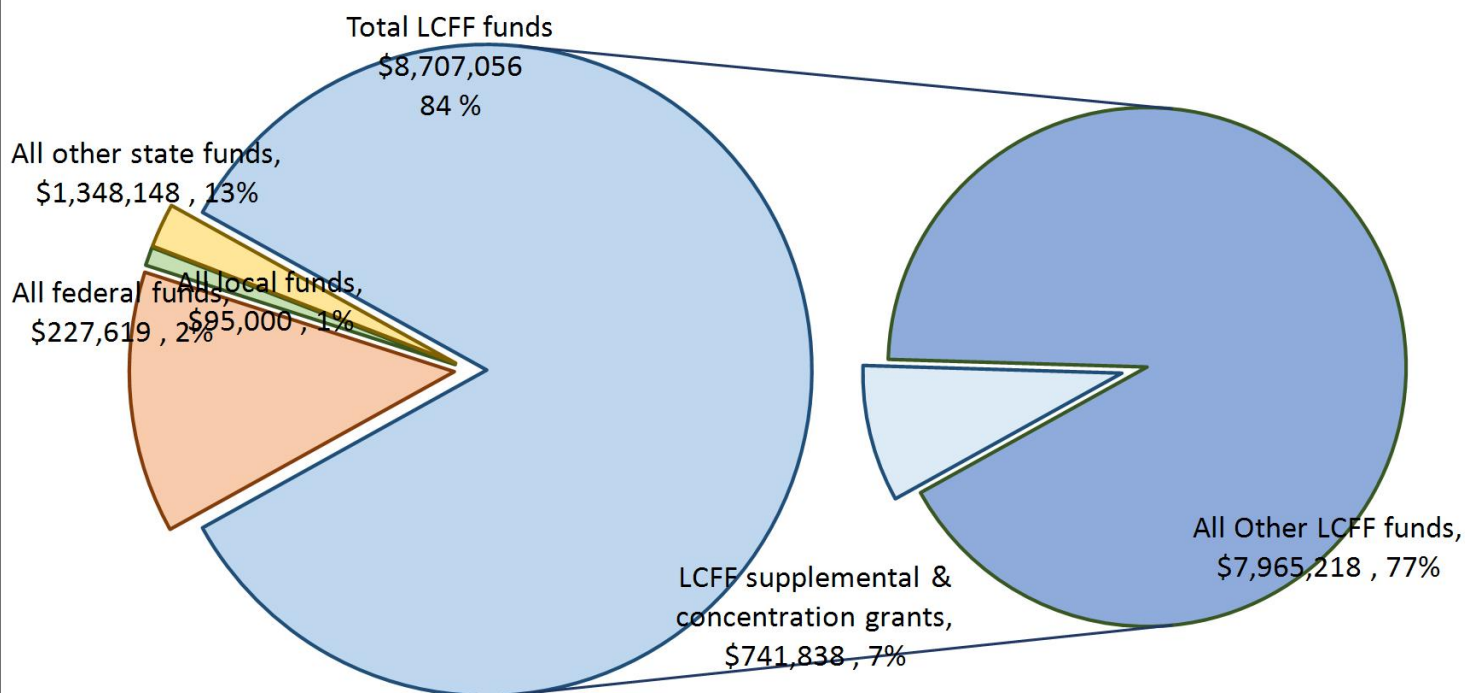
Executive Director

(949) 412-3122

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

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source



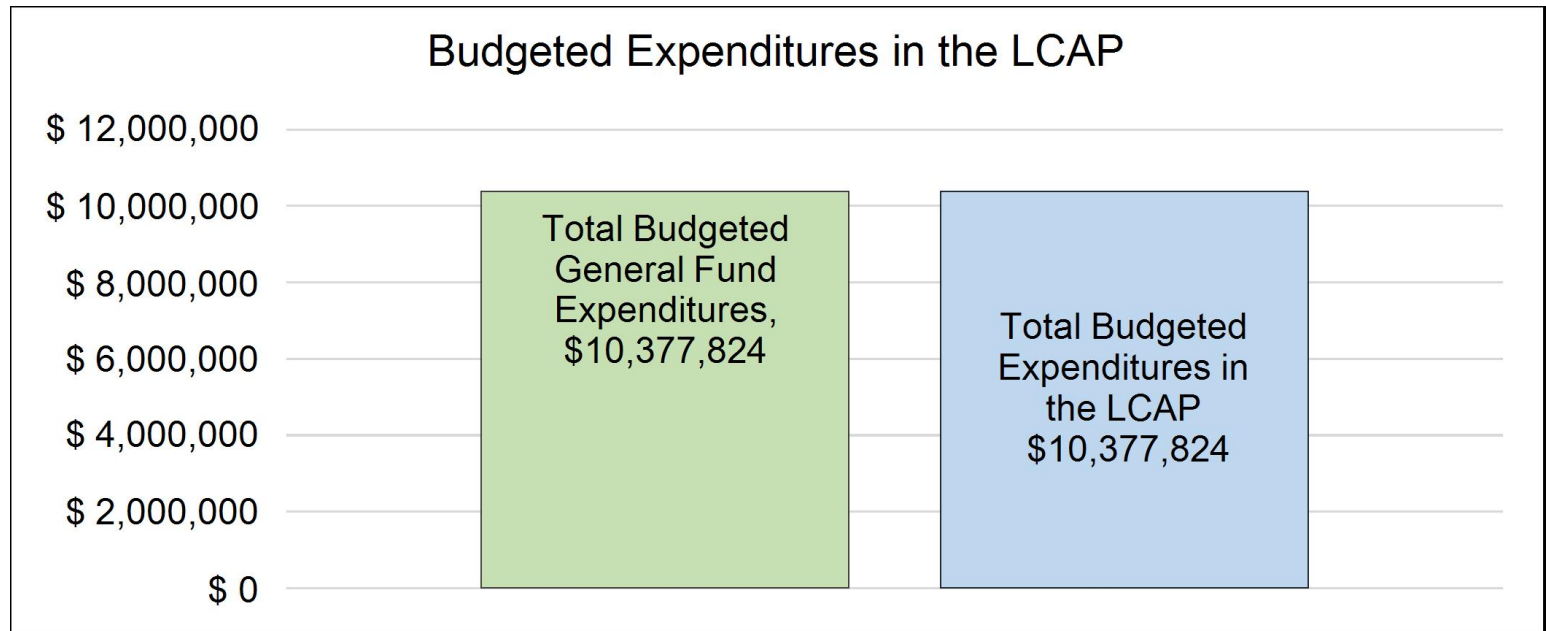
This chart shows the total general purpose revenue Excel Academy Charter School - Helendale expects to receive in the coming year from all sources.



The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Helendale is \$10,377,824, of which \$8,707,056 is Local Control Funding Formula (LCFF), \$1,348,148 is other state funds, \$95,000 is local funds, and \$227,619 is federal funds. Of the \$8,707,056 in LCFF Funds, \$741,838 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Excel Academy Charter School - Helendale plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

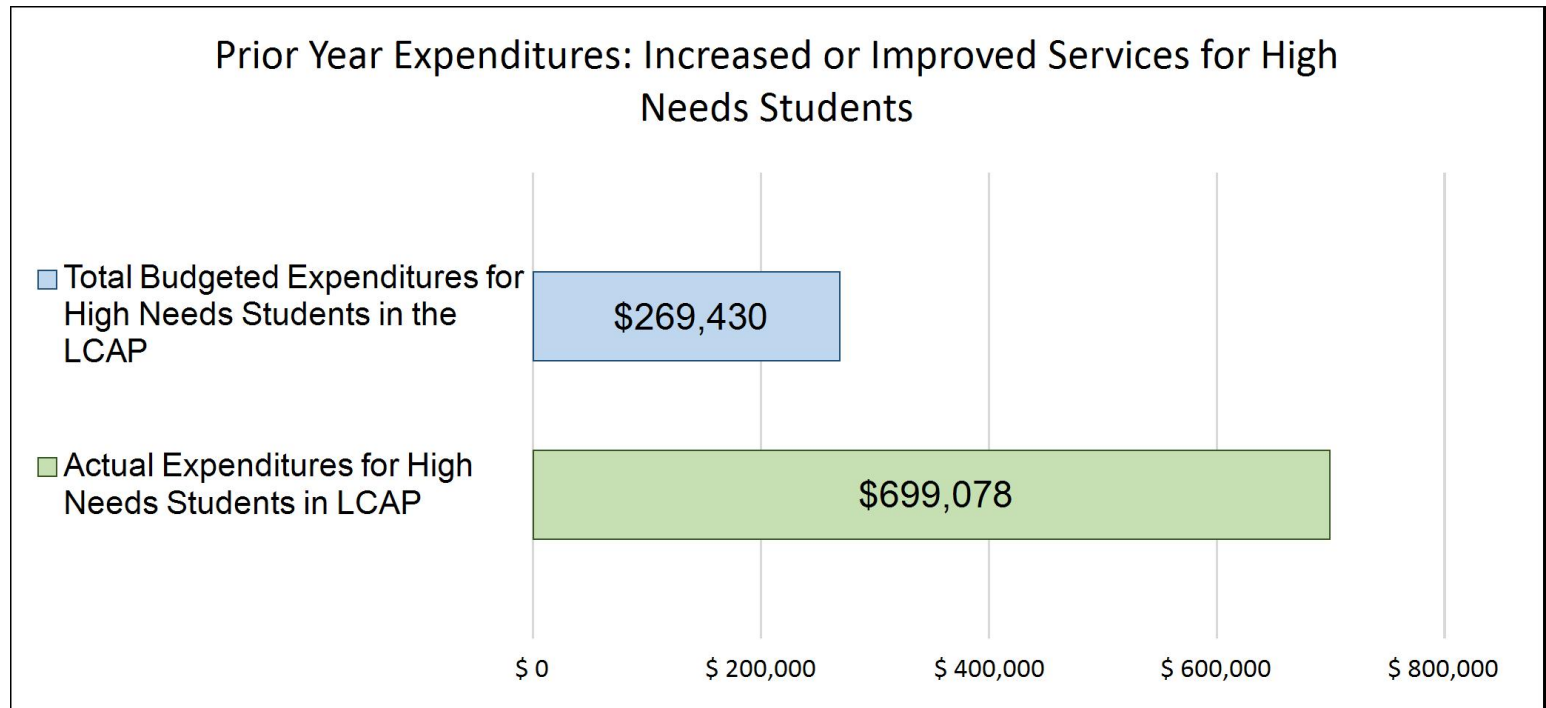
The text description of the above chart is as follows: Excel Academy Charter School - Helendale plans to spend \$10,377,824 for the 2025-26 school year. Of that amount, \$10,377,824 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Excel Academy Charter School - Helendale is projecting it will receive \$741,838 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Helendale must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Helendale plans to spend \$741,838 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Excel Academy Charter School - Helendale's LCAP budgeted \$269,430.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Helendale actually spent \$699,078.00 for actions to increase or improve services for high needs students in 2024-25.



## 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 [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 in person 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 and taught directly 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, a California Distinguished School, 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. For the 2024-2025 school year, Excel Academy Charter School - Helendale reported an enrollment of 660 students. This includes the enrollment of 50% socio-economically disadvantaged, 3.4% English Learners, 10.4% Special Education, 0.3% Homeless, and 0% Foster Youth. 45.15% 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 Data

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 2024-2025 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). 71% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 12% since the first diagnostic in September. 67% of EACS students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 17% since the first diagnostic in September.

### Placement by Student Group

#### English Language Arts

English Learner Students - 6% growth from fall to spring with 40% of students meeting or exceeding grade level expectations

Socioeconomically Disadvantaged Students - 12% growth from fall to spring with 62% of students meeting or exceeding grade level expectations

Students With Disabilities - 21% growth from fall to spring with 42%% of students meeting or exceeding grade level expectations

#### Mathematics

English Learner Students - 21% growth from fall to spring with 50% of students meeting or exceeding grade level expectations

Socioeconomically Disadvantaged Students - 16% growth from fall to spring with 58% of students meeting or exceeding grade level expectations

Students With Disabilities - 20% growth from fall to spring with 37%% of students meeting or exceeding grade level expectations

\*\*\*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.

### WIN Intervention Data

60% of students participating in a WIN intervention grew by one or more grade level in six months.

49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months.

43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready assessment data.

21% of students in the WIN Intervention Program (ELA and/or Math) reached proficiency. (i-Ready assessments)

46% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring

50% of the EACS identified homeless and foster youth populations, served through general education, are proficient in Math, based on the spring i-Ready benchmark assessment data.

67% of the EACS identified homeless and foster youth populations, served through general education, are proficient in ELA based on the spring i-Ready benchmark assessment data.

### CAASPP Data

The 2023-2024 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math. There is a significant and positive impact of contiguous enrollment with the average distance from standard for students who have been enrolled with Excel Academy for 3+ years are nearly 18 points higher in ELA and over 20 points higher in math compared to those who enrolled in their first year.

55% of students met or exceeded standards in ELA. There is a 5% decrease from the 2022-2023 test scores.

48% of students met or exceeded standards in math. The percentage remained the same from the 2022-2023 test scores.

In comparison to 61 charter schools with similar demographics and enrollment, EACS ranked 19th overall in ELA and 7th overall in math.

### CAASPP Grade Level & Subgroup Improvements

From 2023, EL students improved in ELA by 6%.

76% of 11th grade students are at or above grade level in ELA = 3% increase from 2023

46% of 11th grade students are at or above grade level in math = 4% increase from 2023

58% of 7th grade students are at or above grade level in math = 9% increase from 2023

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 and strategic planning, 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.

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 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.

100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.

95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.



97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.  
 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.  
 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.  
 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.  
 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.  
 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.  
 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.  
 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.  
 98.3% of survey respondents feel the school does a good job communicating through all forms of communication.  
 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

#### Testimonials

"Excel Academy provides everything I need."

"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"

"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

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, themed community events, virtual learning



lessons across all core subjects, increased daily drop-in class offerings: art, Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, homework help, teen talk, yoga, and read alouds, elementary homerooms to ignite a sense of belonging within each grade level, and field trips throughout Southern California. In addition, students had access to participate in: Care Solace surveys to better support mental health, the annual spelling bee and science fair, and the student council and leadership 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. 63% 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 offered additional support for struggling students to meet Algebra 1 requirements and students are on track to complete the next math sequence.

9) Writing assessments were implemented to gauge student strengths and areas of improvement across all grade levels, goal setting was in place based on local assessment data results, and virtual teachers implemented NearPod, a virtual learning enhancement resource, to engage students in interactive lessons.

10) Ongoing professional development took place within the departments and at learning conferences with department leads presenting sessions, for example, MTSS and LGBTQ+ Youth - Compassion and Legal Compliance. EACS received the Pioneer Award at the 21st APLUS+ Network Conference for academic achievement. For the second year in a row, EACS proudly received recognition on the ERP Honor Roll that recognizes schools and districts that consistently demonstrate high levels of student achievement and reduction in learning gaps. Only 21% of schools and 22% of districts received this prestigious honor.

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 can be maintained and improved 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. 2024-2025 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 Parent Power-Up. Parent training included sessions pertaining to: learning in the home with routines and materials, student intervention and support, behavioral health and resource support, community connections, pacing courses, and curriculum and materials support.

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. EACS will pilot a writing program to provide students with benchmark assessment and lesson support to develop written expression.

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 2025-2026 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
<p>Weekly Cabinet Meetings - Administrators (Executive Director, Director of Operations and Accountability, Director of Business Services, Director of Education, Director of Special Education, Director of Human Resources, and Senior Communications Coordinator)</p> <p>Monthly Department Lead Meetings - (Cabinet meeting attendees, Elementary Principal, Secondary Principal, Counselors, Senior Compliance Coordinator, Admissions Coordinator)</p> <p>Operations Monthly Meetings - (Director of Operations and Accountability, Director of Human Resources, Senior Compliance Coordinator, Senior Communications Coordinator, Classified Staff)</p>	<p>Meetings are held 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. Communication and collaboration amongst the team, and the implementation of procedures, policies, and programs, contribute and influence the development of the LCAP.</p>
SSC, ELAC, PAC - Meetings	<p>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</p> <p>Request completion of EACS surveys from educational partners</p>
PLC (Personal Learning Communities) Meetings	<p>PLCs meet monthly (comprised of all elementary, secondary, virtual and intervention teachers) to plan for and support grade level and school-wide goals aligned with the LCAP and student learner outcomes</p> <p>Discuss potential barriers for students, prepare a plan, and implement change to meet the needs of all students</p>

Educational Partner(s)	Process for Engagement
	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
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 - monthly Parent/Student surveys - monthly and annual Feedback from educational partners influence the development of the LCAP Department Surveys for Parents and Students (Intervention, Education, Counseling, Special Education Departments)
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), Parent Power-Up and PAC meeting (breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
- 4) Offered opportunities to meet with 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 21, 2024 and SSC on May 22, 2025 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, socio-economically disadvantaged students, students with disabilities, and underrepresented students

- 6) Improving ELA and math performance for all students and building English proficiency for all EL students while monitoring the progress of LTEL (Long Term English Learner) students
- 7) 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))

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 2023-2024 ELA CAASPP data.  55% met or exceeded standards 20% nearly 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
		25% not met standards			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 2023-2024 math CAASPP data..  48% met or exceeded standards 21% nearly met standards 30% 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.	2025 i-Ready ELA Spring Scores ALL Tier 1: 71% Tier 2: 16% Tier 3: 13%  English Learners Tier 1: 40% Tier 2: 40% Tier 3: 20%  Economically Disadvantaged Tier 1: 62% Tier 2: 21% Tier 3: 18%  Students with IEPs Tier 1: 42% Tier 2: 16% Tier 3: 42%			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.	<p>2025 i-Ready Math Spring Scores</p> <p>ALL</p> <p>Tier 1: 67%</p> <p>Tier 2: 21%</p> <p>Tier 3: 12%</p> <p>English Learners</p> <p>Tier 1: 50%</p> <p>Tier 2: 20%</p> <p>Tier 3: 30%</p> <p>Economically Disadvantaged</p> <p>Tier 1: 58%</p> <p>Tier 2: 26%</p> <p>Tier 3: 16%</p> <p>Students with IEPs</p> <p>Tier 1: 37%</p> <p>Tier 2: 16%</p> <p>Tier 3: 48%</p>			Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	
1.5	Increase ELPAC levels annually	<p>2023-2024 Summative ELPAC Data - 20% of students are proficient per DataQuest/CDE</p> <p>Level 4 - 20% (well developed)</p> <p>Level 3 - 32% (moderately developed)</p> <p>Level 2 - 36% (somewhat developed)</p> <p>Level 1 - 12% (beginning to develop)</p>			Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	
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 [2024-25]

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.

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.

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

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics. 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 2025, 60% of students participating in a WIN intervention grew by one or more grade level in six months. 49% of students in the math and ELA supplemental classes grew by one or more grade levels in five months. 43% of students in ELD intervention classes grew by one or more grade levels in six months based on i-Ready 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, Parent Power-Up, 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 2025, 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, target 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.**

## 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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.2</b>	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.	\$64,844.00	Yes
<b>1.3</b>	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"> <li>• Online courses, credit recovery, core programs</li> <li>• Supplemental curriculum and materials supporting Common Core Standards</li> <li>• Extended School year</li> <li>• Curriculum aligned to Common Core</li> <li>• English Language Development (ELD) curriculum</li> <li>• UPK - TK students' instructional support</li> </ul>	\$8,691,984.00	No
<b>1.4</b>	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+.	\$51,805.00	No
<b>1.5</b>	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,	\$9,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
		curriculum menus, Parent Summit, Back to School events, Parent Power-Up, and teacher parent training.		
<b>1.6</b>	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. Students will have opportunities to participate in community events and field trips that will enhance their academic and social emotional well being and overall growth.	\$29,312.00	No Yes
<b>1.7</b>	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). Implementation of English Learner (EL) English language development (ELD) curriculum and direct instruction. Implementation of the Write Score pilot writing program to enhance written expression, GATE testing, Reading Difficulties Screener, and Care Solace.	\$134,310.00	No Yes
<b>1.8</b>	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.	\$8,292.00	No Yes

# 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 2024 data	2024 Data - 663 Eligible Cumulative Enrollment per DataQuest - 1.5% Chronic Absenteeism - CA Dashboard -		Continue to maintain or decrease Chronic Absenteeism rate of .01%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Number of Students 545			
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	0% Expulsion Rate		Maintain 0% expulsion rate each year	
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	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		100% of teachers are appropriately credentialed for the courses they teach	

## Goal Analysis [2024-25]

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.

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.

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

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

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

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

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

Effectiveness 2.5: Excel Academy focused on providing cultural awareness by inviting students and parents to share about their cultures and traditions during ELAC and SSC meetings which increased meeting attendance and helped to foster cultural awareness. EACS continues to make cultural awareness a priority through community events and communication.

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, target 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.**

## 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.	\$35,661.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	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.	\$104,333.00	No
<b>2.3</b>	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.	\$119,110.00	No Yes
<b>2.4</b>	Technology	2.4 Purchase technological devices for students to have access to instruction as needed. Provide professional development to promote student engagement and develop 21st Century skills.	\$114,146.00	No Yes
<b>2.5</b>	Professional Development	2.5 Professional development in cultural awareness.	\$0.00	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 staff, students, parents, and community partners..

## 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 2024-2025 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 287 parent/guardian responses:</p> <p>99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.</p> <p>100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.</p> <p>95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.</p> <p>97.2% of survey respondents believe that the school uses assessment data to</p>			Maintain or increase by 2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>modify and monitor curriculum and instruction of students. 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable. 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.</p> <p>Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support,</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.</p> <p>Overall Satisfaction Report: Based on 181 student responses (grades 6-12)</p> <p>99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.</p> <p>95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.</p> <p>93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.</p> <p>97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.</p> <p>97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.</p> <p>98.3% of survey respondents feel the school does a good job communicating through all forms of communication.</p> <p>98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).</p> <p>Meaning: Overall high satisfaction rate with the school program.</p> <p>Use: EACS will maintain focus on student progress and success through</p>				



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.				
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated in June of 2024.		Consistent plan and review process	

## Goal Analysis [2024-25]

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.

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.

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

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

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

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

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

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

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by EACS 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, administration, and the school leadership team.

Impact on Student Learning: EACS received positive feedback on the annual LCAP surveys from parents and students. EACS will continue to strive to 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. Also, 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, target 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.**

## 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.	\$0.00	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.	\$83,697.00	No 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.	\$41,344.00	No Yes
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.	\$128,499.00	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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	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.	\$600.00	Yes
<b>3.7</b>	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, administration, and the school leadership team.	\$0.00	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.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Baseline from 2024 CA Dashboard Data - 83.3% graduated,			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
		number of students = 42				
4.2	Access to a Broad Curriculum: College/Career - CA Dashboard Career Technical Education (CTE) Participation	College/Career - Baseline from 2024 CA Dashboard Data - Prepared 37.5% - 24 students - Increased by 23.9% (no color on the dashboard)  Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation			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  2024-2025 - Establish a baseline from the collected data of graduates who completed the requirements from UC/CSU admission			Increase number of students enrolled in A-G courses required for UC/CSU Admission	

## Goal Analysis [2024-25]

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.

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.

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

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

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

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

Effectiveness 4.4: Excel Academy ensures all students have 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, target 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.**

## 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.	\$11,361.00	No Yes
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.	\$185,313.00	No Yes
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	\$539,390.00	No



Action #	Title	Description	Total Funds	Contributing
		and rigorous curriculum supporting graduation and college and career readiness.		
<b>4.4</b>	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$10,333.00	Yes
<b>4.5</b>	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.	\$0.00	Yes
<b>4.6</b>	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.	\$13,914.00	No
<b>4.7</b>	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.	\$0.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$741,838	\$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
9.313%	0.176%	\$12,704.00	9.489%

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
<b>1.2</b>	<p><b>Action:</b> Student Monitoring</p> <p><b>Need:</b> Low-income pupils, foster youth, English Learners, Long Term English Learners, and students with disabilities</p> <p><b>Scope:</b></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.	
<b>1.5</b>	<b>Action:</b> Parent Training  <b>Need:</b> Parents - Home Educators  <b>Scope:</b> LEA-wide	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 Parent Training - Parent Power-Up attendance and engagement Parent Training Videos - Curriculum, Test Prep - Engagement and Use
<b>1.6</b>	<b>Action:</b> Grade Level Curriculum and Instruction  <b>Need:</b> Unduplicated students need access to grade level curriculum to stay on target to meet grade level expectations, resources and direct support to make progress within the domains and content, and opportunities to participate in real-life experiences and hands-on learning.  <b>Scope:</b> LEA-wide	All students, including unduplicated students, are provided an equity-based education that is designed to meet their individual needs, will build on their strengths, and close learning gaps with the proper support, resources, and interventions.	Collected coursework, assessments, survey feedback from community events
<b>1.7</b>	<b>Action:</b> Student Monitoring and Support  <b>Need:</b>	Monitoring all students 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	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All unduplicated students who need additional support, resources, monitoring, guidance, and interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>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.</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>
<b>1.8</b>	<p><b>Action:</b> Needs Assessment - Data Analysis</p> <p><b>Need:</b> Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study.</p> <p><b>Scope:</b> LEA-wide</p>	<p>EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.</p>	<p>i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments</p>
<b>2.3</b>	<p><b>Action:</b> Educational Partner Communication</p> <p><b>Need:</b> Unduplicated families need to stay informed for students to be successful in school. EACS needs to ensure that all students, including unduplicated students, have access to all information and are able to provide support when necessary. In addition, EACS highly encourages all parents and guardians to</p>	<p>Effective communication and involvement with educational partners are essential and universally needed to support all students</p>	<p>Survey results, feedback on social media platforms, communication with staff</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>participate in surveys and have open lines of communication so their voices can be heard.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>2.4</b>	<p><b>Action:</b> Technology</p> <p><b>Need:</b> All students, including unduplicated students, need the proper resources and technology to be able to master grade level curriculum and assignments, and to be set up for success.</p> <p><b>Scope:</b> LEA-wide</p>	Equity based instruction, curriculum, and technology are available to all students based on their individual needs.	Professional development participation, feedback, assignment completion and growth using school issued devices
<b>3.2</b>	<p><b>Action:</b> Educational Partner Partnerships</p> <p><b>Need:</b> All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate.</p> <p><b>Scope:</b> 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.	<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>
<b>3.3</b>	<p><b>Action:</b> School Climate</p> <p><b>Need:</b></p>	All students, including unduplicated students, benefit from surveys because the feedback collected helps schools strengthen relationships and make meaningful improvements. When parents, students, and teachers share their voices	Surveys, documentation of communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EACS needs to gauge the well-being of unduplicated students to ensure that the school is providing an environment where students can thrive.</p> <p><b>Scope:</b> LEA-wide</p>	through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a learning environment that is safe, positive, inclusive, and welcoming for all.	
<b>3.6</b>	<p><b>Action:</b> Communication and Translation Services</p> <p><b>Need:</b> Unduplicated students needing translation services and support - EL students, parents, and guardians</p> <p><b>Scope:</b> 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.	<p>Survey responses</p> <p>Teacher feedback</p> <p>Department lead feedback</p> <p>Attendance at school events</p>
<b>4.1</b>	<p><b>Action:</b> College and Career Readiness and Career Technical Education</p> <p><b>Need:</b> Unduplicated students in high school need to have access to a comprehensive program and courses that focus on their individual strengths and interests, so they are prepared for college and career readiness.</p> <p><b>Scope:</b> LEA-wide</p>	All students are provided an equity-based education to be set up for success with opportunities to participate in CTE pathways and programs that prepare them for college and the workplace.	CTE enrollment and completers, monitoring of student growth in academic subjects, and post-secondary placement for students who have graduated from EACS

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
<b>4.2</b>	<p><b>Action:</b> High School Graduation</p> <p><b>Need:</b> Unduplicated students transitioning from middle school and working through high school will need to have consistent monitoring of their academic, social, and emotional well being, attendance, and work completion. Support, resources, guidance, and interventions will be provided based on individual needs.</p> <p><b>Scope:</b> LEA-wide</p>	All students are deserving of and provided an equity-based education to be set up for success with proper support and guidance to be able to graduate.	Transcripts, report cards, course completion, attendance, teacher-parent-student communication and conferences
<b>4.4</b>	<p><b>Action:</b> Testing</p> <p><b>Need:</b> All unduplicated students need access to resources to successfully prepare for state assessments.</p> <p><b>Scope:</b> 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.	Assessment and Accountability Department Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
<b>4.5</b>	<p><b>Action:</b> Testing</p> <p><b>Need:</b> Low-income pupils and foster youth</p> <p><b>Scope:</b></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

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		

### **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
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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 unduplicated students, who had targeted interventions, were identified through a collaborative effort with the school's Executive Director, administration, and leadership team. 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, CAASPP, and ELPAC test scores, and an increase in our graduation and college and career readiness rates.

### **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.

N/A



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

2025-26 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	7,965,218	741,838	9.313%	0.176%	9.489%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,707,057.00	\$1,348,148.00	\$95,000.00	\$227,619.00	\$10,377,824.00	\$6,518,511.00	\$3,859,313.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-26	\$64,844.00	\$0.00	\$64,844.00	\$0.00	\$0.00	\$0.00	\$64,844.00	
1	1.3	Broad Course of Study	All	No			All Schools	2025-26	\$5,618,090.00	\$3,073,894.00	\$7,273,031.00	\$1,203,341.00	\$95,000.00	\$120,612.00	\$8,691,984.00	
1	1.4	Professional Development	All	No			All Schools	2025-26	\$7,000.00	\$44,805.00	\$0.00	\$36,273.00	\$0.00	\$15,532.00	\$51,805.00	
1	1.5	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$9,576.00	\$9,576.00	\$0.00	\$0.00	\$0.00	\$9,576.00	
1	1.6	Grade Level Curriculum and Instruction	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$29,312.00	\$0.00	\$29,312.00	\$0.00	\$0.00	\$0.00	\$29,312.00	
1	1.7	Student Monitoring and Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$124,123.00	\$10,187.00	\$126,532.00	\$0.00	\$0.00	\$7,778.00	\$134,310.00	
1	1.8	Needs Assessment - Data Analysis	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$8,292.00	\$8,292.00	\$0.00	\$0.00	\$0.00	\$8,292.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2025-26	\$35,661.00	\$0.00	\$35,661.00	\$0.00	\$0.00	\$0.00	\$35,661.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2025-26	\$104,333.00	\$0.00	\$104,333.00	\$0.00	\$0.00	\$0.00	\$104,333.00	
2	2.3	Educational Partner Communication	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$99,710.00	\$19,400.00	\$119,110.00	\$0.00	\$0.00	\$0.00	\$119,110.00	
2	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$19,526.00	\$94,620.00	\$19,526.00	\$94,620.00	\$0.00	\$0.00	\$114,146.00	
2	2.5	Professional Development	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Educational Partner Partnerships	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$83,697.00	\$0.00	\$0.00	\$0.00	\$0.00	\$83,697.00	\$83,697.00	
3	3.3	School Climate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$41,344.00	\$41,344.00	\$0.00	\$0.00	\$0.00	\$41,344.00	
3	3.4	Student Services	All	No			All Schools	2025-26	\$128,499.00	\$0.00	\$128,499.00	\$0.00	\$0.00	\$0.00	\$128,499.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2025-26	\$0.00	\$600.00	\$600.00	\$0.00	\$0.00	\$0.00	\$600.00	
3	3.7	School Operating Services	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.1	College and Career Readiness and Career Technical Education	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$11,361.00	\$0.00	\$11,361.00	\$0.00	\$0.00	\$0.00	\$11,361.00	
4	4.2	High School Graduation	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$185,313.00	\$0.00	\$185,313.00	\$0.00	\$0.00	\$0.00	\$185,313.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2025-26	\$0.00	\$539,390.00	\$539,390.00	\$0.00	\$0.00	\$0.00	\$539,390.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.4	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$7,042.00	\$3,291.00	\$10,333.00	\$0.00	\$0.00	\$0.00	\$10,333.00	
4	4.5	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	A-G and Career Technical Education Courses	All	No			All Schools	2025-26	\$0.00	\$13,914.00	\$0.00	\$13,914.00	\$0.00	\$0.00	\$13,914.00	
4	4.7	Needs Assessment - Data Analysis	All	No			All Schools	2025-26	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

# 2025-26 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
7,965,218	741,838	9.313%	0.176%	9.489%	\$626,143.00	0.000%	7.861 %	<b>Total:</b>	\$626,143.00
								<b>LEA-wide Total:</b>	\$626,143.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$64,844.00	
1	1.4	Professional Development				All Schools	\$0.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,576.00	
1	1.6	Grade Level Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$29,312.00	
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$126,532.00	
1	1.8	Needs Assessment - Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		\$8,292.00	
2	2.3	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		\$119,110.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$19,526.00	
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		\$41,344.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$600.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		\$11,361.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$185,313.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,333.00	
4	4.5	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,186,646.00	\$9,454,997.00

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 Monitoring	No	\$0	\$0
1	1.2	Academic Achievement	No Yes	\$0	\$62,759.00
1	1.3	Broad Course of Study	No	\$7,851,115.00	\$7,739,696.00
1	1.4	Professional Development	No	\$50,831.00	\$50,831.00
1	1.5	Parent Training	No Yes	\$0	\$8,000.00
1	1.6	Grade Level Curriculum and Instruction	No	\$0	\$0
1	1.7	Student Monitoring and Support	No Yes	\$18,064.00	\$77,738.00
1	1.8	Needs Assessment - Data Analysis	No Yes	\$5,526.00	\$8,292.00

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	2.1		No	\$33,936.00	\$33,936.00
2	2.2		No	\$99,220.00	\$99,220.00
2	2.3	Educational Partner Communication	No Yes	\$19,950.00	\$101,687.00
2	2.4	Technology	No Yes	\$38,000.00	\$139,346.00
2	2.5	Professional Development	No	\$0	\$0
3	3.1		No	\$0	\$0
3	3.2	Educational Partner Partnerships	No Yes	\$253,994.00	\$256,994.00
3	3.3	School Climate	No Yes	\$52,212.00	\$30,000.00
3	3.4	Student Services	No	\$35,951.00	\$119,932.00
3	3.5	School Climate and School Safety	No	\$0	\$0
3	3.6	Communication and Translating Services	No Yes	\$0	\$600.00



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)
3	3.7	School Operating Services	No	\$0	\$0
4	4.1	College and Career Readiness and Career Technical Education	No	\$6,718.00	\$9,268.00
4	4.2	High School Graduation	No	\$175,104.00	\$180,130.00
4	4.3	High School Curriculum and Instruction	No	\$518,700.00	\$518,700.00
4	4.4	Testing	No Yes	\$15,436.00	\$15,436.00
4	4.5			\$0	\$0
4	4.6	A-G and Career Technical Education Courses	No	\$11,889.00	\$2,432.00
4	4.7	Needs Assessment - Data Analysis	No	\$0	\$0

# 2024-25 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)
\$711,782.00	\$403,182.00	\$699,078.00	(\$295,896.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Achievement	Yes	\$0	\$62,758.00		
1	1.5	Parent Training	Yes	\$0	\$8,000.00		
1	1.7	Student Monitoring and Support	Yes	\$18,064.00	\$77,737.00		
1	1.8	Needs Assessment - Data Analysis	Yes	\$5,526.00	\$8,292.00		
2	2.3	Educational Partner Communication	Yes	\$19,950.00	\$101,687.00		
2	2.4	Technology	Yes	38,000.00	\$139,346.00		
3	3.2	Educational Partner Partnerships	Yes	\$253,994.00	\$256,994.00		
3	3.3	School Climate	Yes	\$52,212.00	\$28,228.00		
3	3.6	Communication and Translating Services	Yes	\$0.00	\$600.00		
4	4.4	Testing	Yes	\$15,436.00	\$15,436.00		

# 2024-25 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)
\$7,216,775.00	\$711,782.00	0.00%	9.863%	\$699,078.00	0.000%	9.687%	\$12,704.00	0.176%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

- 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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
    - Actions may be grouped together for purposes of these explanations.
    - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### **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

### Requirements

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric



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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

### Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## 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:

2025-26 Local Control and Accountability Plan for Excel Academy Charter School - Helendale

- 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 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 2024

## Coversheet

### Approval of 2025-2026 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools

**Section:** VI. Education/Student Services  
**Item:** B. Approval of 2025-2026 Local Performance Indicator Self-Reflection  
Reports for Excel Academy Charter Schools

**Purpose:** Vote

**Submitted by:**

**Related Material:**

2025\_Local\_Indicator\_Self-Reflection\_24-25\_Indicators\_Excel\_Academy\_Charter\_School\_-\_Warn  
er\_20250604 FINAL.pdf

2025\_Local\_Indicator\_Self-Reflection\_24-25\_Indicators\_Excel\_Academy\_Charter\_School\_-\_Helen  
dale\_20250604 FINAL.pdf



## 2025-26 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
2022-2023	58.5	75.4%	22.7%	0.0%	0.0%	1.2%	0.0%	0.6%

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 is committed to ensuring that all students master grade-level standards across English Language Arts, mathematics, science, social studies, visual and performing arts, physical education, health, and world languages. As they progress, students are supported in becoming creative and critical thinkers, effective communicators, active community and global participants, and empowered, independent, and responsible 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	N/A
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 at EACS receive targeted English Language Development (ELD) instruction delivered by credentialed educators holding a Crosscultural, Language, and Academic Development (CLAD) authorization. Instruction is provided through both asynchronous and synchronous formats to support language acquisition at all levels. Asynchronous instruction includes grade-level appropriate online programs, for example, TK–5: Lexia English, grades 6–12: English 3D, and grades 3–12: NoRedInk with EL teacher guidance. Synchronous instruction is provided in small-group settings and focuses on designated ELD standards to ensure students develop proficiency in listening, speaking, reading, and writing. Long-Term English Learners (LTELs) receive additional, individualized support through the Student Success Team (SST) process to address persistent language development needs and accelerate progress toward English proficiency.

EACS provides a comprehensive science education aligned to the Next Generation Science Standards (NGSS) across all grade levels. Students in grades 7-12 have the opportunity to participate in teacher-led courses. Students in grades 7 and 8 engage in ETL science courses using the Bright Thinker curriculum, integrated with NGSS and supported by personalized lab kits that promote hands-on learning and scientific inquiry. High school students participate in ETL courses in biology, chemistry, and physics using the Bright Thinker curriculum to deepen their understanding of scientific concepts through rigorous, standards-based instruction.

## 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: <sup>1</sup>

- 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) is committed to fostering strong, collaborative educational partnerships among parents, students, staff, and the broader learning community. Through transparent communication, in-person and virtual learning period meetings, shared decision making, and consistent collaboration, EACS ensures that all educational partners have a voice in shaping school-wide growth and student success. EACS values educational partner input to reflect on overall progress, celebrate successes, and identify opportunities for continuous program improvement. Partnerships are foundational to driving instruction, achieving school-wide goals, and enhancing student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. At the heart of EACS is a dedicated team of educators who ensure consistent, responsive, and respectful communication between all educational partners. The number one priority at EACS is supporting the academic, social, and emotional success of each individual student. Through robust systems of support, personalized learning, and data-driven instruction, each student is empowered 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 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.

100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.

95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.

97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.

99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.

98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

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 successful communication practices in place which have proven to be effective to keep educational partners informed and connected to student education. EACS is driven to stay on top of the latest trends in education and uses communication platforms that provide consistent, open lines of communication with all educational partners. EACS is always focused on building participation and committee opportunities through SSC, ELAC, and PAC meetings which will continue to remain an area of importance and improvement. In person and virtual learning period meetings help maintain a strong connection between home and school. Surveys give the school important feedback to support the students and families more effectively.

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 deeply committed to encouraging parent and guardian involvement as a key factor of student success. Through a flexible and personalized learning model, EACS offers a customized course of study that is designed to educate, motivate, and instill a love of learning in each individual student, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students. This commitment extends to families through intentional, ongoing communication and engagement opportunities. Teachers, students, and parents collaborate through learning period meetings, support meetings, IEPs, and conferences to assess student progress and create developmental learning goals. EACS provides an array of learning opportunities and workshops that are specifically designed to empower the parents and equip them with necessary tools to support their students' academic journey. Training consists of, but is not limited to, EL progress and the reclassification process, parent portal resources, webinars, curriculum menus, a Parent Summit informational sessions, parent education through Parent Power-Up 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, ultimately creating the next generation of confident and capable leaders. Parents are informed of all communication platforms that are available to provide them direct access to their teachers, staff, resources, and all school-related meetings. All 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 proactively reach out to homeless and foster youth, and students who need academic and social emotional support. These efforts ensure that all students and families are seen, supported, and valued. Parents/guardians are informed well in advance and encouraged to attend all quarterly SSC, ELAC, and PAC meetings. The meeting agendas and minutes are posted on the EACS website. EACS continues to prioritize finding alternative ways to enhance and encourage more parent/guardian participation in SSC, ELAC, and PAC meetings. To increase accessibility and relevance, EACS highlights live intervention classes at the beginning of ELAC and SSC meetings, showcasing how targeted instruction supports student growth and skill-building. EACS is intentional in fostering multicultural awareness by honoring the heritage, customs, and traditions of its diverse community. ELAC and SSC meetings incorporate cultural discussions and presentations, which have improved attendance and engagement.



## 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 is committed to desegregating internal benchmark assessments and state data to identify all students, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students, who need interventions in English language arts and mathematics to help close achievement gaps. Participation in intervention lessons and live instruction supports academic development and achievement. Strong teacher-parent-student relationships build trust and help students progress towards grade level expectations. 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 access to the student's teacher, current information about the school, academic information through a parent portal, opportunities to participate and provide input in teacher-parent/student 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 and Spanish, is translated upon request, 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 in person and virtual, annual surveys, and opportunities for engagement through SSC, ELAC, and PAC meetings. EACS is dedicated to enhancing student engagement in live instruction, specifically for EL students and students who are working below grade level. The intervention department will continue to assess the quality of the classes and make adjustments when deemed necessary in order to provide tailored instruction to fit the individual needs of the students. Support and guidance to address specific needs and challenges for underrepresented students and families will continue to be assessed by the teachers, counselors, and case managers.

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 Partnerships for Student Outcomes.

EACS is committed to strengthening partnerships with families and the broader community to foster increased engagement, involvement, safety, and satisfaction, which is all in direct support of student learning and achievement. Inclusive and transparent communication is effective for all educational partners, including families of EL students, students with disabilities, and other unduplicated student groups. Educational partners are provided opportunities for input in decision making for policy and program improvement. The teacher-parent-student relationship is at the core of student success, which EACS continues to cultivate by maintaining open lines of communication. To support the academic, and social-emotional needs of every student, EACS will provide equity-based instruction and the necessary individualized resources, interventions, and support that is critical for growth and progress. Parents and guardians will remain informed and actively involved in their students' educational journey.

### 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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. 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
12. 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)

1. 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  
 2024-25: 287 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 programs. Communication about opportunities to provide input is shared through conversations during learning period meetings, social media platforms, Beehively, as well as during SSC, ELAC, and PAC meetings. There were 287 participants in the LCAP Parent/Guardian Input Survey and 181 participants in the LCAP Student Input Survey. Despite the continuous efforts of the leadership team and teachers, there was a decline in the number of parent respondents, but a significant increase with the student responses.

Surveys are also provided to parents and staff by various departments. Each month these surveys go out through an online pulse-check survey platform called Possip that tracks trends and holistic, qualitative, and quantitative data that can then be translated and shared with respondents. To encourage an open line of communication and transparency, survey data is provided to the educational partners during the ELAC and SSC meetings and in the monthly newsletters.

Meaning: There are ongoing efforts to increase communication with educational partners and to provide all partners with the opportunity to share their insights. This feedback is greatly valued because it helps the leadership team assess existing programs, policies, and procedures and ultimately guides and informs decisions regarding potential changes and program adjustments.

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 which integrate and highlight the need for inclusion, 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 receive the necessary interventions, resources, and support to thrive and become lifelong learners. EACS remains committed to finding new ways to engage parents and guardians more actively in ELAC, SSC, and PAC meetings.

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, including board meetings. All parents/guardians

will be notified in a timely manner if there are concerns regarding student academic, social, and emotional 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.

#### Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.  
 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.  
 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.  
 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.  
 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.  
 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.  
 98.3% of survey respondents feel the school does a good job communicating through all forms of communication.  
 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

#### Testimonials

"Excel Academy provides everything I need."

"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"

"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

#### Elementary SEL Survey - Grades 7-8 - 121 respondents

The SEL survey was provided to garner a sense of understanding as to how the students were feeling about themselves and their progress in school. Counselors were able to get a pulse on how the students were feeling to offer necessary support and/or to plan interventions.

On a five point scale, four and five were the highest scores available (a positive reflection). When asked how the students felt they were doing in school, 57.9% scored an overall four and 34.7% scored an overall five.

When asked how the students feel about the relationships that surround them, 30.8% scored an overall four and 57.9% scored an overall five.

When asked how the students feel about themselves most of the time, 40.5% scored an overall four and 52.1% scored an overall five.

#### Students in grades K - 12 Intervention Feedback

100% of survey respondents agree that they are satisfied with teacher communications.

100% of survey respondents agree that students are receiving quality instruction.

100% of survey respondents feel that the provided classes have given their students a sense of belonging.

#### Testimonials:

"Teacher is very patient and keeps the students engaged."

"My son loves his ELD class. He finds the way he learns with the teacher very exciting."

"My child looks forward to class and has learned new skills."

"Class is amazing and is helping our son engage with the other students and teacher. Very nice teacher and helps him understand whatever he doesn't understand."

"I am grateful for the patience that has been given throughout the learning process."

**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. The social-emotional well-being of EACS students are closely monitored, and when necessary, appropriate steps are taken to address and support student needs. The "What I Need" (WIN) program is well received by parents and the family feedback was positive. The constructive comments were associated with parent/guardian welcoming additional opportunities for writing, reading, and math instruction.

**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, opportunities for social-emotional growth, and educational partner feedback to ensure students are being provided the best education that serves their individual needs. i-Ready has been an exceptional internal assessment for EACS students. However, since i-Ready only assesses math and reading, for the 25/26 school year, EACS will be piloting Write Score to enhance written expression. Students will be taking two benchmark assessments, one in the fall and one in the spring, to determine areas of strengths and needed growth.

## 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 all students, including EL students, students with disabilities, socio-economically disadvantaged students, and other underrepresented students across all grade levels, innovative, personalized academic programs that provide a broad course of study, flexibility, and independent learning opportunities. The programs are grounded in the principles of integrity, accountability and compliance, and are informed by data analysis from student assessments and academic coursework. With the support and guidance of a credentialed teacher, students build a customized learning plan tailored to their individual educational goals, ensuring the instruction is relevant and rigorous. All 8th-12th grade 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 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, advanced high school courses (Honors and AP), credit recovery, and participation 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 year 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, 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 the appropriate 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 complete 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 graduate rate and an increased number of students moving on to community colleges, four year colleges, and trade schools.

3. 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.

4. 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 reviews and assesses the vetted curriculum options, programs in place, assessment results, strategic planning, course completion, and best practices to determine potential program changes and then conducts a needs assessment based on all of the data. All students, including students with disabilities, English learners (EL), and socioeconomically disadvantaged students, have access to resources and intervention that are geared specifically to meet their individual needs across all domains of English language arts (ELA) and mathematics. Students with disabilities meet with credentialed staff three times per week to receive specialized academic instruction, in addition to intervention classes. Students in the WIN ("What I Need") intervention classes will continue to utilize DreamBox Math and Lexia Core 5 Reading to help strengthen learning gaps in ELA and mathematics. EL students will continue to use Lexia English (grades TK-5), English 3D (grades 6-12) and No Red Ink Premium (grades 3-12) in order to have stronger support aligned with ELPAC score report levels and the ELD Framework. EACS added NoRedInk (premium) to enhance instructional writing and grammar support and DreamBox Math as a targeted intervention, refined the curriculum menu options for students across all grade levels, and added an additional secondary math intervention course. There has been significant growth on the local i-Ready assessments for all students which is indicative of the solid curriculum, direct instruction, resources, support, and guidance they are receiving from their primary teachers and the support staff.

## 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	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]



<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
to all expelled students in the county, including:					
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 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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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).					
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.					

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.					
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.					





## 2025-26 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
2022-2023	52.2	74.6%	24.4%	0.0%	0.0%	0.1%	0.0%	1.0%

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 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 is committed to ensuring that all students master grade-level standards across English Language Arts, mathematics, science, social studies, visual and performing arts, physical education, health, and world languages. As they progress, students are supported in becoming creative and critical thinkers, effective communicators, active community and global participants, and empowered, independent, and responsible learners.

#### **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.

## 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	N/A
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 at EACS receive targeted English Language Development (ELD) instruction delivered by credentialed educators holding a Crosscultural, Language, and Academic Development (CLAD) authorization. Instruction is provided through both asynchronous and synchronous formats to support language acquisition at all levels. Asynchronous instruction includes grade-level appropriate online programs, for example, TK–5: Lexia English, grades 6–12: English 3D, and grades 3–12: NoRedInk with EL teacher guidance. Synchronous instruction is provided in small-group settings and focuses on designated ELD standards to ensure students develop proficiency in listening, speaking, reading, and writing. Long-Term English Learners (LTELs) receive additional, individualized support through the Student Success Team (SST) process to address persistent language development needs and accelerate progress toward English proficiency.

EACS provides a comprehensive science education aligned to the Next Generation Science Standards (NGSS) across all grade levels. Students in grades 7-12 have the opportunity to participate in teacher-led courses. Students in grades 7 and 8 engage in ETL science courses using the Bright Thinker curriculum, integrated with NGSS and supported by personalized lab kits that promote hands-on learning and scientific inquiry. High school students participate in ETL courses in biology, chemistry, and physics using the Bright Thinker curriculum to deepen their understanding of scientific concepts through rigorous, standards-based instruction.

## 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: <sup>1</sup>

- 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) is committed to fostering strong, collaborative educational partnerships among parents, students, staff, and the broader learning community. Through transparent communication, in-person and virtual learning period meetings, shared decision making, and consistent collaboration, EACS ensures that all educational partners have a voice in shaping school-wide growth and student success. EACS values educational partner input to reflect on overall progress, celebrate successes, and identify opportunities for continuous program improvement. Partnerships are foundational to driving instruction, achieving school-wide goals, and enhancing student learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. At the heart of EACS is a dedicated team of educators who ensure consistent, responsive, and respectful communication between all educational partners. The number one priority at EACS is supporting the academic, social, and emotional success of each individual student. Through robust systems of support, personalized learning, and data-driven instruction, each student is empowered 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 287 parent/guardian responses:

99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.

100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.

95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.

97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.

99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.

98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth.

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 successful communication practices in place which have proven to be effective to keep educational partners informed and connected to student education. EACS is driven to stay on top of the latest trends in education and uses communication platforms that provide consistent, open lines of communication with all educational partners. EACS is always focused on building participation and committee opportunities through SSC, ELAC, and PAC meetings which will continue to remain an area of importance and improvement. In person and virtual learning period meetings help maintain a strong connection between home and school. Surveys give the school important feedback to support the students and families more effectively.

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 deeply committed to encouraging parent and guardian involvement as a key factor of student success. Through a flexible and personalized learning model, EACS offers a customized course of study that is designed to educate, motivate, and instill a love of learning in each individual student, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students. This commitment extends to families through intentional, ongoing communication and engagement opportunities. Teachers, students, and parents collaborate through learning period meetings, support meetings, IEPs, and conferences to assess student progress and create developmental learning goals. EACS provides an array of learning opportunities and workshops that are specifically designed to empower the parents and equip them with necessary tools to support their students' academic journey. Training consists of, but is not limited to, EL progress and the reclassification process, parent portal resources, webinars, curriculum menus, a Parent Summit informational sessions, parent education through Parent Power-Up 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, ultimately creating the next generation of confident and capable leaders. Parents are informed of all communication platforms that are available to provide them direct access to their teachers, staff, resources, and all school-related meetings. All 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 proactively reach out to homeless and foster youth, and students who need academic and social emotional support. These efforts ensure that all students and families are seen, supported, and valued. Parents/guardians are informed well in advance and encouraged to attend all quarterly SSC, ELAC, and PAC meetings. The meeting agendas and minutes are posted on the EACS website. EACS continues to prioritize finding alternative ways to enhance and encourage more parent/guardian participation in SSC, ELAC, and PAC meetings. To increase accessibility and relevance, EACS highlights live intervention classes at the beginning of ELAC and SSC meetings, showcasing how targeted instruction supports student growth and skill-building. EACS is intentional in fostering multicultural awareness by honoring the heritage, customs, and traditions of its diverse community. ELAC and SSC meetings incorporate cultural discussions and presentations, which have improved attendance and engagement.

## 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 is committed to desegregating internal benchmark assessments and state data to identify all students, including EL students, students with disabilities, socioeconomically disadvantaged students, and underrepresented students, who need interventions in English language arts and mathematics to help close achievement gaps. Participation in intervention lessons and live instruction supports academic development and achievement. Strong teacher-parent-student relationships build trust and help students progress towards grade level expectations. 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 access to the student's teacher, current information about the school, academic information through a parent portal, opportunities to participate and provide input in teacher-parent/student 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 and Spanish, is translated upon request, 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 in person and virtual, annual surveys, and opportunities for engagement through SSC, ELAC, and PAC meetings. EACS is dedicated to enhancing student engagement in live instruction, specifically for EL students and students who are working below grade level. The intervention department will continue to assess the quality of the classes and make adjustments when deemed necessary in order to provide tailored instruction to fit the individual needs of the students. Support and guidance to address specific needs and challenges for underrepresented students and families will continue to be assessed by the teachers, counselors, and case managers.

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 Partnerships for Student Outcomes.

EACS is committed to strengthening partnerships with families and the broader community to foster increased engagement, involvement, safety, and satisfaction, which is all in direct support of student learning and achievement. Inclusive and transparent communication is effective for all educational partners, including families of EL students, students with disabilities, and other unduplicated student groups. Educational partners are provided opportunities for input in decision making for policy and program improvement. The teacher-parent-student relationship is at the core of student success, which EACS continues to cultivate by maintaining open lines of communication. To support the academic, and social-emotional needs of every student, EACS will provide equity-based instruction and the necessary individualized resources, interventions, and support that is critical for growth and progress. Parents and guardians will remain informed and actively involved in their students' educational journey.

### 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
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. 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
12. 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)

1. 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  
 2024-25: 287 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 programs. Communication about opportunities to provide input is shared through conversations during learning period meetings, social media platforms, Beehively, as well as during SSC, ELAC, and PAC meetings. There were 287 participants in the LCAP Parent/Guardian Input Survey and 181 participants in the LCAP Student Input Survey. Despite the continuous efforts of the leadership team and teachers, there was a decline in the number of parent respondents, but a significant increase with the student responses.

Surveys are also provided to parents and staff by various departments. Each month these surveys go out through an online pulse-check survey platform called Possip that tracks trends and holistic, qualitative, and quantitative data that can then be translated and shared with respondents. To encourage an open line of communication and transparency, survey data is provided to the educational partners during the ELAC and SSC meetings and in the monthly newsletters.

**Meaning:** There are ongoing efforts to increase communication with educational partners and to provide all partners with the opportunity to share their insights. This feedback is greatly valued because it helps the leadership team assess existing programs, policies, and procedures and ultimately guides and informs decisions regarding potential changes and program adjustments.

**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 which integrate and highlight the need for inclusion, 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 receive the necessary interventions, resources, and support to thrive and become lifelong learners. EACS remains committed to finding new ways to engage parents and guardians more actively in ELAC, SSC, and PAC meetings.

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 continue to solicit input by reaching out to all parents/guardians with ongoing reminders of upcoming events and meetings to attend, including board meetings. All

parents/guardians will be notified in a timely manner if there are concerns regarding student academic, social, and emotional 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.

#### Overall Satisfaction Report: Based on 181 student responses (grades 6-12)

99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance.  
 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.  
 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.  
 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.  
 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress.  
 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.  
 98.3% of survey respondents feel the school does a good job communicating through all forms of communication.  
 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor).

#### Testimonials

"Excel Academy provides everything I need."

"Honestly, Excel has done a seriously amazing job in teaching. I really enjoyed the learning year with Excel and I am so lucky to be here. It was seriously a great year!"

"It has been a great year and I appreciate my teacher always doing his best to help me succeed and work."

#### Elementary SEL Survey - Grades 7-8 - 121 respondents

The SEL survey was provided to garner a sense of understanding as to how the students were feeling about themselves and their progress in school. Counselors were able to get a pulse on how the students were feeling to offer necessary support and/or to plan interventions.

On a five point scale, four and five were the highest scores available (a positive reflection). When asked how the students felt they were doing in school, 57.9% scored an overall four and 34.7% scored an overall five.

When asked how the students feel about the relationships that surround them, 30.8% scored an overall four and 57.9% scored an overall five.

When asked how the students feel about themselves most of the time, 40.5% scored an overall four and 52.1% scored an overall five.

#### Students in grades K - 12 Intervention Feedback

100% of survey respondents agree that they are satisfied with teacher communications.

100% of survey respondents agree that students are receiving quality instruction.

100% of survey respondents feel that the provided classes have given their students a sense of belonging.

#### Testimonials:

"Teacher is very patient and keeps the students engaged."

"My son loves his ELD class. He finds the way he learns with the teacher very exciting."

"My child looks forward to class and has learned new skills."

"Class is amazing and is helping our son engage with the other students and teacher. Very nice teacher and helps him understand whatever he doesn't understand."

"I am grateful for the patience that has been given throughout the learning process."



**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. The social-emotional well-being of EACS students are closely monitored, and when necessary, appropriate steps are taken to address and support student needs. The "What I Need" (WIN) program is well received by parents and the family feedback was positive. The constructive comments were associated with parent/guardian welcoming additional opportunities for writing, reading, and math instruction.

**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, opportunities for social-emotional growth, and educational partner feedback to ensure students are being provided the best education that serves their individual needs. i-Ready has been an exceptional internal assessment for EACS students. However, since i-Ready only assesses math and reading, for the 25/26 school year, EACS will be piloting Write Score to enhance written expression. Students will be taking two benchmark assessments, one in the fall and one in the spring, to determine areas of strengths and needed growth.

## 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 all students, including EL students, students with disabilities, socio-economically disadvantaged students, and other underrepresented students across all grade levels, innovative, personalized academic programs that provide a broad course of study, flexibility, and independent learning opportunities. The programs are grounded in the principles of integrity, accountability and compliance, and are informed by data analysis from student assessments and academic coursework. With the support and guidance of a credentialed teacher, students build a customized learning plan tailored to their individual educational goals, ensuring the instruction is relevant and rigorous. All 8th-12th grade 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 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, advanced high school courses (Honors and AP), credit recovery, and participation 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 year 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, 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 the appropriate 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 complete 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 graduate rate and an increased number of students moving on to community colleges, four year colleges, and trade schools.

3. 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.

4. 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 reviews and assesses the vetted curriculum options, programs in place, assessment results, strategic planning, course completion, and best practices to determine potential program changes and then conducts a needs assessment based on all of the data. All students, including students with disabilities, English learners (EL), and socioeconomically disadvantaged students, have access to resources and intervention that are geared specifically to meet their individual needs across all domains of English language arts (ELA) and mathematics. Students with disabilities meet with credentialed staff three times per week to receive specialized academic instruction, in addition to intervention classes. Students in the WIN ("What I Need") intervention classes will continue to utilize DreamBox Math and Lexia Core 5 Reading to help strengthen learning gaps in ELA and mathematics. EL students will continue to use Lexia English (grades TK-5), English 3D (grades 6-12) and No Red Ink Premium (grades 3-12) in order to have stronger support aligned with ELPAC score report levels and the ELD Framework. EACS added NoRedInk (premium) to enhance instructional writing and grammar support and DreamBox Math as a targeted intervention, refined the curriculum menu options for students across all grade levels, and added an additional secondary math intervention course. There has been significant growth on the local i-Ready assessments for all students which is indicative of the solid curriculum, direct instruction, resources, support, and guidance they are receiving from their primary teachers and the support staff.

## 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

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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 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).					
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.					

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.					
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 the School Pathways LLC Agreement for 2025-26 (Renewal)

**Section:** VII. Business/Financial Services  
**Item:** A. Approval of the School Pathways LLC Agreement for 2025-26  
(Renewal)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
School Pathways Quote with Excel Academy Charter School (7\_1\_2025-6\_30\_2026) Warner.pdf



## School Pathways Quote Form with Excel Academy Charter School (7/1/2025-6/30/2026)

Company name

School Pathways LLC

Company address

PO Box 432, Portola, CA 96122

Company ID no.

FEIN #84-3824527

Company name

Excel Academy Charter School

Company address

11500 W 84Th Ave, ARVADA CO 80005-5272

Customer Name: Excel Academy Charter School	Enrollment: 1053
Customer Contact Name: Heidi Gasca	Customer Contact Title: Executive Director
Contact Email: hgasca@excelacademy.education	Number of Schools: 1
Customer Contact Phone:	Contract Term: 12 months
Proposal Issue Date: 2025-04-16	Start Date: 2025-07-01
Proposal Expiration Date: 2025-06-30	End Date: 2026-06-30

Deal ID: 35861128056

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price (\$)	Fee (\$)
SIS (Student Information System) Annual Subscription	1053	Student	\$6.34	\$6676.02
SIS Oversight Annual Subscription	1053	Student	\$1.97	\$2074.41
PLS Annual Subscription	1053	Student	\$46.22	\$48669.66



Forms and Surveys Annual Subscription (251-5000 students, prorated 11/11/2025-6/30/2026)	1053	Student	\$2.68	\$2822.04
RegOnline Annual Subscription	1053	Student	\$1.69	\$1779.57
SPArchiving Annual Subscription	1053	Student	\$6.36	\$6697.08
Beehively Export Bridge Annual Subscription (District Oversight Level)	1	School	\$303.85	\$303.85
Clever Export Bridge Annual Subscription (District Oversight Level)	1	School	\$357.75	\$357.75
iReady Export Bridge Annual Subscription (District Oversight Level)	1	School	\$240.75	\$240.75
OPS Export Bridge Annual Subscription	1	School	\$577.80	\$577.80
CALPADS Hourly Support Annual Minimum (up to 4 hours per year, see attached Addendum)	1	School	\$848.00	\$848.00

<b>Total Annual Fees:</b>	\$71046.93
<b>Total One-Time Fees:</b>	\$0.00
<b>Total Quote:</b>	\$71046.93

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued at or by quote start date. All invoices shall be paid before or on the due date set forth on invoice.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to [www.schoolpathways.com/msa](http://www.schoolpathways.com/msa)

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

## Signatures

On behalf of	On behalf of
--------------	--------------





<b>Excel Academy Charter School</b>	<b>School Pathways LLC</b>
Representative title	Representative title
<b>Executive Director</b>	<b>CEO</b>
Company representative	Company representative
<b>Heidi Gasca</b>	<b>Oliver Wreford</b>
Email	Email
<b>hgasca@excelacademy.education</b>	<b>oliver@schoolpathways.com</b>
<hr/>	
Signature	Signature
<hr/>	
Date	Date



School Pathways, LLC  
PO Box 432, Portola, CA 96122  
Phone: 866-200-6936

### **CALPADS Hourly Support Addendum A**

Hourly CALPADS Support Services will include a dedicated consultant who will:

- Assist with your submission process by being available to answer questions, troubleshoot errors, and instruct you through the submission process for the 2025/2026 school year including Fall 1, Fall 2, EOY 1-3, and Ongoing Updates (including the resolution of MID, ERD, and CCE anomalies).

The CALPADS Hourly Support Services will not include the submission of Special Education Data submitted through the school's SED system (Special Education Data System). CALPADS Hourly Support will be billed in increments of 1 hour.

## Coversheet

### Adoption of the 2025-26 Budget for Excel Academy Charter Schools

**Section:** VII. Business/Financial Services  
**Item:** B. Adoption of the 2025-26 Budget for Excel Academy Charter Schools  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

FY25-26 Combined Adopted B (5\_15\_2025) - FY26 ADOPTED Combined .pdf

FY25-26 Warner Adopted B (5\_15\_2025) - Warner MYP (1).pdf

FY25-26 Helendale Adopted B (5\_15\_2025) - Helendale MYP (1).pdf

Warner - FY25-26 EPA Expenditure Plan (1).pdf

Warner - FY25-26 Mullti Year EPA Expenditure Plan (1).pdf

Helendale - FY25-26 EPA Expenditure Plan .pdf

Helendale - FY25-26 Mullti Year EPA Expenditure Plan.pdf

<b>COMBINED BUDGET - FY25-26 Adopted Budget</b>	<b>FY2025-26 Adopted Budget</b>	<b>FY2026-27 Budget Projection</b>	<b>FY2027-28 Budget Projection</b>
	<b>COMBINED</b>	<b>COMBINED</b>	<b>COMBINED</b>
<b>Projected P-2 ADA</b>	<b>1,829.97</b>	<b>1,848.27</b>	<b>1,866.75</b>
<b>COLA</b>	<b>2.30%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>REVENUES:</b>			
<b>General Purpose Entitlement</b>			
8011 General Purpose Block Grant	21,461,470	21,610,445	21,773,955
8012 Education Protection Account	365,995	369,655	373,351
8096 Funding in Lieu of Property Taxes	874,118	874,118	874,118
<b>TTL General Purpose Entitlement</b>	<b>22,701,583</b>	<b>22,854,218</b>	<b>23,021,424</b>
<b>Federal Revenue</b>			
8181 Federal IDEA SpEd Revenue	309,651	312,748	315,875
8290 Other Federal Revenue	289,347	292,240	295,163
<b>TTL Federal Revenue</b>	<b>598,998</b>	<b>604,988</b>	<b>611,038</b>
<b>Other State Revenue</b>			
8311 AB602 State SpEd Revenue	1,878,123	1,896,904	1,915,873
8550 Mandated Cost Reimbursements	50,646	51,077	51,588
8560 State Lottery Revenue	499,583	504,059	509,099
8590 Other State Revenue	1,119,407	730,601	737,907
<b>TTL Other State Revenue</b>	<b>3,547,759</b>	<b>3,182,641</b>	<b>3,214,468</b>
<b>Other Local Revenue</b>			
8660 Interest Income	250,000	252,128	254,649
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0

<b>TTL Other Local Revenue</b>	<b>250,000</b>	<b>252,128</b>	<b>254,649</b>
<b>TTL REVENUES</b>	<b>27,098,340</b>	<b>26,893,975</b>	<b>27,101,579</b>
<b>EXPENDITURES:</b>			
<b>1000 - Certificated Salaries</b>			
1100 Teacher Compensation	7,220,288	7,292,491	7,365,416
1200 Student Support	1,048,295	1,058,778	1,069,366
1300 Certificated Administrators	1,739,681	1,757,078	1,774,649
1900 Other Certificated Salaries	188,801	190,689	192,596
<b>TTL Certificated Salaries</b>	<b>10,197,065</b>	<b>10,299,036</b>	<b>10,402,026</b>
<b>2000 - Non - Certificated Salaries</b>			
2100 Instructional Aides	193,498	195,433	197,387
2300 Classified Administrators	782,170	789,992	797,892
2400 Clerical & Technical Staff	720,445	727,649	734,926
<b>TTL Non - Certificated Salaries</b>	<b>1,696,113</b>	<b>1,713,074</b>	<b>1,730,205</b>
<b>3000 - Employee Benefits</b>			
3101 STRS Certificated	1,952,509	1,972,035	1,991,755
3300 OASDI/Medicare	282,293	285,116	287,967
3400 Health and Welfare	1,647,360	1,663,834	1,680,472
3500 Unemployment Insurance	24,887	25,136	25,387
3600 Workers' Comp Certificated	46,577	47,043	47,513
3901 Other Benefits	219,376	221,570	223,785
<b>TTL Employee Benefits</b>	<b>4,173,003</b>	<b>4,214,733</b>	<b>4,256,880</b>
<b>4000 - Books/Supplies/Materials</b>			
4100 Textbooks & Core Curriculum	1,887,579	1,906,455	1,925,519
4300 Materials & Supplies	60,124	60,725	61,332
4310 Instructional Materials	2,088,709	2,109,596	2,130,692
4320 Office Supplies	500	505	510
4330 Meals & Events	500	505	510
4350 Other Supplies - Materials & Supplies	23,050	23,281	23,513

4400 Non - Capitalized Equipment - Staff	102,987	104,017	105,057
<b>TTL Books/Supplies/Materials</b>	<b>4,163,449</b>	<b>4,205,083</b>	<b>4,247,134</b>
<b>5000 - Services &amp; Operations</b>			
5100 Subagreements For Services	250,000	252,500	255,025
5200 Travel & Conferences	105,879	106,938	108,007
5210 Mileage Reimbursements	18,938	19,127	19,319
5300 Dues & Memberships	79,156	79,948	80,747
5400 Insurance	118,608	119,794	120,992
5610 Facility Rents & Leases	74,700	75,447	76,201
5800 Professional Services - Non - instructional	135,750	137,108	138,479
5810 Legal	700,000	707,000	714,070
5820 Audit & CPA	55,000	55,550	56,106
5830 Non-Instructional Software Licenses/Fees	316,000	319,160	322,352
5840 Advertising & Recruitment	81,600	82,416	83,240
5841 Community Marketing	37,000	37,370	37,744
5850 Oversight Fees	380,000	383,800	387,638
5870 Live Scan Finger printing	400	404	408
5878 Testing & Assessments	39,390	39,784	40,182
5880 Instructional Vendors & Consultants	3,265,434	3,298,088	3,331,069
5890 Misc Other Outside Services	11,500	11,615	11,731
5930 Postage	0	0	0
5940 Technology Services	323,282	326,515	329,780
<b>TTL Services &amp; Operations</b>	<b>5,992,637</b>	<b>6,052,563</b>	<b>6,113,089</b>
<b>7438 Interest on Debt</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TTL EXPENDITURES</b>	<b>26,222,267</b>	<b>26,484,489</b>	<b>26,749,334</b>

Description	FY2025-26 Adopted Budget	FY2025-26 Adopted Budget	FY2027-28 Adopted Budget
Revenues less Expenditures (Net Revenues)	876,073	409,486	352,244
		0	0
Beginning Fund Balance-Unaudited Actuals	10,048,509	10,924,582	11,334,068
One-time Bonus		0	0
ENDING BALANCE	10,924,582	11,334,068	11,686,312
ENDING BALANCE AS % OF EXPENDITURES	41.66%	42.80%	43.69%

Description - Warner	FY2025-26 Warner Unrestricted	FY2025-26 Warner Restricted	FY2025-26 Warner Combined	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined	FY2027-28 Warner Unrestricted	FY2027-28 Warner Restricted	FY2027-28 Warner Combined
Average Daily Attendance (P-2 Projected)			1,131.43			1,142.74			1,154.17
COLA			2.30%			0.00%			0.00%
<b>REVENUES:</b>									
<b>General Purpose Entitlement</b>									
8011 General Purpose Block Grant	13,016,246	0	13,016,246	13,118,380	0	13,118,380	13,234,970	0	13,234,970
8012 Education Protection Account	226,286	0	226,286	228,549	0	228,549	230,834	0	230,834
8096 Funding in Lieu of Property Taxes	751,995	0	751,995	751,995	0	751,995	751,995	0	751,995
<b>TTL General Purpose Entitlement</b>	<b>13,994,527</b>	<b>0</b>	<b>13,994,527</b>	<b>14,098,924</b>	<b>0</b>	<b>14,098,924</b>	<b>14,217,799</b>	<b>0</b>	<b>14,217,799</b>
<b>Federal Revenue</b>									
8181 Federal IDEA SpEd Revenue	0	191,984	191,984	0	193,903	193,903	0	195,842	195,842
8290 Other Federal Revenue	0	179,395	179,395	0	181,189	181,189	0	183,001	183,001
<b>TTL Federal Revenue</b>	<b>0</b>	<b>371,379</b>	<b>371,379</b>	<b>0</b>	<b>375,093</b>	<b>375,093</b>	<b>0</b>	<b>378,843</b>	<b>378,843</b>
<b>Other State Revenue</b>									
8311 AB602 State SpEd Revenue	0	1,164,436	1,164,436	0	1,176,081	1,176,081	0	1,187,841	1,187,841
8550 Mandated Cost Reimbursements	31,401	0	31,401	31,639	0	31,639	31,956	0	31,956
8560 State Lottery Revenue	216,706	93,036	309,741	218,352	93,966	312,319	220,536	94,906	315,442
8590 Other State Revenue	0	694,032	694,032	0	452,973	452,973	0	457,502	457,502
<b>TTL Other State Revenue</b>	<b>248,106</b>	<b>1,951,505</b>	<b>2,199,611</b>	<b>249,992</b>	<b>1,723,020</b>	<b>1,973,011</b>	<b>252,492</b>	<b>1,740,250</b>	<b>1,992,741</b>
<b>Other Local Revenue</b>									
8660 Interest Income	155,000	0	155,000	156,178	0	156,178	157,740	0	157,740
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-614,758	614,758	0	-620,906	620,906	0	-627,115	627,115	0
<b>TTL Other Local Revenue</b>	<b>-459,758</b>	<b>614,758</b>	<b>155,000</b>	<b>-464,728</b>	<b>620,906</b>	<b>156,178</b>	<b>-469,375</b>	<b>627,115</b>	<b>157,740</b>
<b>TTL REVENUES</b>	<b>13,782,875</b>	<b>2,937,641</b>	<b>16,720,516</b>	<b>13,884,188</b>	<b>2,719,018</b>	<b>16,603,206</b>	<b>14,000,916</b>	<b>2,746,208</b>	<b>16,747,124</b>
<b>EXPENDITURES:</b>									
<b>1000 - Certificated Salaries</b>									
1100 Teacher Compensation	3,888,502	588,076	4,476,579	3,927,387	593,957	4,521,345	3,966,661	599,897	4,566,558
1200 Student Support	301,737	348,206	649,943	304,754	351,688	656,442	307,802	355,205	663,007
1300 Certificated Administrators	748,240	330,362	1,078,602	755,723	333,666	1,089,388	763,280	337,002	1,100,282
1900 Other Certificated Salaries	117,057	0	117,057	118,227	0	118,227	119,409	0	119,409
<b>TTL Certificated Salaries</b>	<b>5,055,536</b>	<b>1,266,645</b>	<b>6,322,180</b>	<b>5,106,091</b>	<b>1,279,311</b>	<b>6,385,402</b>	<b>5,157,152</b>	<b>1,292,104</b>	<b>6,449,256</b>
<b>2000 - Non - Certificated Salaries</b>									
2100 Instructional Aides	0	119,969	119,969	0	121,168	121,168	0	122,380	122,380
2300 Classified Administrators	484,945	0	484,945	489,795	0	489,795	494,693	0	494,693
2400 Clerical & Technical Staff	402,286	44,390	446,676	406,309	44,834	451,143	410,372	45,282	455,654
<b>TTL Non - Certificated Salaries</b>	<b>887,231</b>	<b>164,359</b>	<b>1,051,590</b>	<b>896,103</b>	<b>166,002</b>	<b>1,062,106</b>	<b>905,065</b>	<b>167,663</b>	<b>1,072,727</b>
<b>3000 - Employee Benefits</b>									
3101 STRS Certificated	715,831	494,725	1,210,556	970,989	251,672	1,222,661	980,699	254,189	1,234,888
3300 OASDI/Medicare	143,226	31,796	175,022	144,658	32,113	176,772	146,105	32,435	178,540
3400 Health and Welfare	842,803	178,560	1,021,363	851,231	180,346	1,031,577	859,744	182,149	1,041,893
3500 Unemployment Insurance	12,441	2,989	15,430	12,565	3,019	15,584	12,691	3,049	15,740



3600 Workers' Comp Certificated	23,385	5,493	28,878	23,618	5,548	29,167	23,855	5,604	29,458
3901 Other Benefits	115,504	20,510	136,013	116,659	20,715	137,373	117,825	20,922	138,747
<b>TTL Employee Benefits</b>	<b>1,853,189</b>	<b>734,072</b>	<b>2,587,262</b>	<b>2,119,721</b>	<b>493,413</b>	<b>2,613,134</b>	<b>2,140,918</b>	<b>498,347</b>	<b>2,639,266</b>
<b>4000 - Books/Supplies/Materials</b>									
4100 Textbooks & Core Curriculum	1,133,999	36,300	1,170,299	1,145,339	36,663	1,182,002	1,156,793	37,029	1,193,822
4300 Materials & Supplies	30,142	7,135	37,277	30,443	7,206	37,650	30,748	7,278	38,026
4310 Instructional Materials	1,195,919	99,081	1,295,000	1,207,878	100,072	1,307,950	1,219,957	101,072	1,321,029
4320 Office Supplies	310	0	310	313	0	313	316	0	316
4330 Meals & Events	310	0	310	313	0	313	316	0	316
4350 Other Supplies - Materials & Supplies	2,976	11,315	14,291	3,006	11,428	14,434	3,036	11,542	14,578
4400 Non - Capitalized Equipment - Staff	0	63,852	63,852	0	64,490	64,490	0	65,135	65,135
<b>TTL Books/Supplies/Materials</b>	<b>2,363,656</b>	<b>217,683</b>	<b>2,581,338</b>	<b>2,387,292</b>	<b>219,859</b>	<b>2,607,152</b>	<b>2,411,165</b>	<b>222,058</b>	<b>2,633,223</b>
<b>5000 - Services &amp; Operations</b>									
5100 Subagreements For Services	0	155,000	155,000	0	156,550	156,550	0	158,116	158,116
5200 Travel & Conferences	1,860	63,785	65,645	1,879	64,423	66,301	1,897	65,067	66,964
5210 Mileage Reimbursements	0	11,742	11,742	0	11,859	11,859	0	11,978	11,978
5300 Dues & Memberships	7,440	41,637	49,077	7,514	42,053	49,567	7,590	42,474	50,063
5400 Insurance	73,537	0	73,537	74,272	0	74,272	75,015	0	75,015
5610 Facility Rents & Leases	46,314	0	46,314	46,777	0	46,777	47,245	0	47,245
5800 Professional Services - Non - instructional	82,150	2,015	84,165	82,972	2,035	85,007	83,801	2,056	85,857
5810 Legal	186,000	248,000	434,000	187,860	250,480	438,340	189,739	252,985	442,723
5820 Audit & CPA	34,100	0	34,100	34,441	0	34,441	34,785	0	34,785
5830 Non-Instructional Software Licenses/Fees	195,920	0	195,920	197,879	0	197,879	199,858	0	199,858
5840 Advertising & Recruitment	50,592	0	50,592	51,098	0	51,098	51,609	0	51,609
5841 Community Marketing	22,940	0	22,940	23,169	0	23,169	23,401	0	23,401
5850 Oversight Fees	235,600	0	235,600	237,956	0	237,956	240,336	0	240,336
5870 Live Scan Finger printing	248	0	248	250	0	250	253	0	253
5878 Testing & Assessments	24,422	0	24,422	24,666	0	24,666	24,913	0	24,913
5880 Instructional Vendors & Consultants	2,024,569	0	2,024,569	2,044,815	0	2,044,815	2,065,263	0	2,065,263
5890 Misc Other Outside Services	5,890	1,240	7,130	5,949	1,252	7,201	6,008	1,265	7,273
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	168,970	31,465	200,435	170,660	31,780	202,439	172,366	32,097	204,464
<b>TTL Services &amp; Operations</b>	<b>3,160,552</b>	<b>554,883</b>	<b>3,715,435</b>	<b>3,192,157</b>	<b>560,432</b>	<b>3,752,589</b>	<b>3,224,079</b>	<b>566,036</b>	<b>3,790,115</b>
<b>7438 Interest on Debt</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TTL EXPENDITURES</b>	<b>13,320,164</b>	<b>2,937,642</b>	<b>16,257,805</b>	<b>13,701,365</b>	<b>2,719,018</b>	<b>16,420,383</b>	<b>13,838,379</b>	<b>2,746,208</b>	<b>16,584,587</b>
<b>Description</b>	<b>FY2025-26 Warner Unrestricted</b>	<b>FY2025-26 Warner Restricted</b>	<b>FY2025-26 Warner Combined</b>	<b>FY2026-27 Warner Unrestricted</b>	<b>FY2026-27 Warner Restricted</b>	<b>FY2026-27 Warner Combined</b>	<b>FY2027-28 Warner Unrestricted</b>	<b>FY2027-28 Warner Restricted</b>	<b>FY2027-28 Warner Combined</b>
Revenues less Expenditures (Net Revenues)	462,711	0	462,711	182,823	0	182,822	162,537	0	162,536
Beginning Fund Balance-Unaudited Actuals	6,004,741	253,412	6,258,153	6,467,452	253,412	6,720,864	6,650,275	253,412	6,903,687
One-time Bonus		0	0	0	0	0	0	0	0
ENDING BALANCE	6,467,452	253,412	6,720,864	6,650,275	253,412	6,903,687	6,812,812	253,412	7,066,224
ENDING BALANCE AS % OF EXPENDITURES	48.55%	8.63%	41.34%	48.54%	9.32%	42.04%	49.23%	9.23%	42.61%

Description - Helendale	FY2025-26 Helendale Unrestricted	FY2025-26 Helendale Restricted	FY2025-26 Helendale Combined	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined	FY2027-28 Helendale Unrestricted	FY2027-28 Helendale Restricted	FY2027-28 Helendale Combined
<b>Projected P-2 ADA</b>			<b>698.54</b>			<b>705.53</b>			<b>712.58</b>
<b>COLA</b>			<b>2.30%</b>			<b>0.00%</b>			<b>0.00%</b>
<b>REVENUES:</b>									
<b>General Purpose Entitlement</b>									
8011 General Purpose Block Grant	8,445,224	0	8,445,224	8,492,065	0	8,492,065	8,538,985	0	8,538,985
8012 Education Protection Account	139,709	0	139,709	141,106	0	141,106	142,517	0	142,517
8096 Funding in Lieu of Property Taxes	122,123	0	122,123	122,123	0	122,123	122,123	0	122,123
<b>TTL General Purpose Entitlement</b>	<b>8,707,056</b>	<b>0</b>	<b>8,707,056</b>	<b>8,755,294</b>	<b>0</b>	<b>8,755,294</b>	<b>8,803,625</b>	<b>0</b>	<b>8,803,625</b>
<b>Federal Revenue</b>									
8181 Federal IDEA SpEd Revenue	0	117,667	117,667	0	118,844	118,844	0	120,032	120,032
8290 Other Federal Revenue	0	109,952	109,952	0	111,051	111,051	0	112,162	112,162
<b>TTL Federal Revenue</b>	<b>0</b>	<b>227,619</b>	<b>227,619</b>	<b>0</b>	<b>229,895</b>	<b>229,895</b>	<b>0</b>	<b>232,194</b>	<b>232,194</b>
<b>Other State Revenue</b>									
8311 AB602 State SpEd Revenue	0	713,687	713,687	0	720,824	720,824	0	728,032	728,032
8550 Mandated Cost Reimbursements	19,245	0	19,245	19,438	0	19,438	19,632	0	19,632
8560 State Lottery Revenue	132,820	57,022	189,842	134,148	57,592	191,740	135,489	58,168	193,657
8590 Other State Revenue	0	425,375	425,375	0	277,628	277,628	0	280,405	280,405
<b>TTL Other State Revenue</b>	<b>152,065</b>	<b>1,196,083</b>	<b>1,348,148</b>	<b>153,586</b>	<b>1,056,044</b>	<b>1,209,630</b>	<b>155,121</b>	<b>1,066,605</b>	<b>1,221,726</b>
<b>Other Local Revenue</b>									
8660 Interest Income	95,000	0	95,000	95,950	0	95,950	96,910	0	96,910
8699 Other Revenue	0	0	0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-376,787	376,787	0	-380,555	380,555	0	-384,360	384,360	0
<b>TTL Other Local Revenue</b>	<b>-281,787</b>	<b>376,787</b>	<b>95,000</b>	<b>-284,605</b>	<b>380,555</b>	<b>95,950</b>	<b>-287,451</b>	<b>384,360</b>	<b>96,910</b>
<b>TTL REVENUES</b>	<b>8,577,334</b>	<b>1,800,490</b>	<b>10,377,824</b>	<b>8,624,275</b>	<b>1,666,495</b>	<b>10,290,769</b>	<b>8,671,296</b>	<b>1,683,160</b>	<b>10,354,455</b>
<b>EXPENDITURES:</b>									
<b>1000 - Certificated Salaries</b>		0	0						
1100 Teacher Compensation	2,383,276	360,434	2,743,710	2,407,108	364,038	2,771,147	2,431,179	367,679	2,798,858
1200 Student Support	184,935	213,417	398,352	186,785	215,551	402,336	188,653	217,706	406,359
1300 Certificated Administrators	458,599	202,480	661,079	463,185	204,505	667,690	467,817	206,550	674,366
1900 Other Certificated Salaries	71,744	0	71,744	72,462	0	72,462	73,186	0	73,186
<b>TTL Certificated Salaries</b>	<b>3,098,554</b>	<b>776,331</b>	<b>3,874,885</b>	<b>3,129,540</b>	<b>784,094</b>	<b>3,913,634</b>	<b>3,160,835</b>	<b>791,935</b>	<b>3,952,770</b>
<b>2000 - Non - Certificated Salaries</b>		0	0						
2100 Instructional Aides	0	73,529	73,529	0	74,265	74,265	0	75,007	75,007
2300 Classified Administrators	297,225	0	297,225	300,197	0	300,197	303,199	0	303,199
2400 Clerical & Technical Staff	246,562	27,207	273,769	249,028	27,479	276,507	251,518	27,754	279,272
<b>TTL Non - Certificated Salaries</b>	<b>543,787</b>	<b>100,736</b>	<b>644,523</b>	<b>549,225</b>	<b>101,743</b>	<b>650,968</b>	<b>554,717</b>	<b>102,761</b>	<b>657,478</b>
<b>3000 - Employee Benefits</b>		0	0						
3101 STRS Certificated	438,735	303,219	741,954	595,122	154,251	749,373	601,074	155,793	756,867
3300 OASDI/Medicare	87,784	19,488	107,271	88,662	19,682	108,344	89,548	19,879	109,428
3400 Health and Welfare	516,557	109,440	625,997	521,722	110,534	632,257	526,940	111,640	638,579
3500 Unemployment Insurance	7,625	1,832	9,457	7,701	1,850	9,552	7,778	1,869	9,647
3600 Workers' Comp Certificated	14,332	3,367	17,699	14,476	3,400	17,876	14,621	3,434	18,055
3901 Other Benefits	70,792	12,570	83,363	71,500	12,696	84,197	72,215	12,823	85,038

<b>TTL Employee Benefits</b>	<b>1,135,826</b>	<b>449,915</b>	<b>1,585,741</b>	<b>1,299,184</b>	<b>302,414</b>	<b>1,601,598</b>	<b>1,312,176</b>	<b>305,439</b>	<b>1,617,614</b>
<b>4000 - Books/Supplies/Materials</b>									
4100 Textbooks & Core Curriculum	695,032	22,248	717,280	701,982	22,471	724,453	709,002	22,695	731,697
4300 Materials & Supplies	18,474	4,373	22,847	18,659	4,417	23,076	18,845	4,461	23,306
4310 Instructional Materials	732,982	60,727	793,709	740,312	61,334	801,647	747,715	61,948	809,663
4320 Office Supplies	190	0	190	192	0	192	194	0	194
4330 Meals & Events	190	0	190	192	0	192	194	0	194
4350 Other Supplies - Materials & Supplies	1,824	6,935	8,759	1,842	7,004	8,847	1,861	7,074	8,935
4400 Non - Capitalized Equipment - Staff	0	39,135	39,135	0	39,526	39,526	0	39,922	39,922
<b>TTL Books/Supplies/Materials</b>	<b>1,448,692</b>	<b>133,418</b>	<b>1,582,111</b>	<b>1,463,179</b>	<b>134,753</b>	<b>1,597,932</b>	<b>1,477,811</b>	<b>136,100</b>	<b>1,613,911</b>
<b>5000 - Services &amp; Operations</b>									
5100 Subagreements For Services	0	95,000	95,000	0	95,950	95,950	0	96,910	96,910
5200 Travel & Conferences	1,140	39,094	40,234	1,151	39,485	40,636	1,163	39,880	41,043
5210 Mileage Reimbursements	0	7,196	7,196	0	7,268	7,268	0	7,341	7,341
5300 Dues & Memberships	4,560	25,519	30,079	4,606	25,774	30,380	4,652	26,032	30,684
5400 Insurance	45,071	0	45,071	45,522	0	45,522	45,977	0	45,977
5610 Facility Rents & Leases	28,386	0	28,386	28,670	0	28,670	28,957	0	28,957
5800 Professional Services - Non - instructional	50,350	1,235	51,585	50,854	1,247	52,101	51,362	1,260	52,622
5810 Legal	114,000	152,000	266,000	115,140	153,520	268,660	116,291	155,055	271,347
5820 Audit & CPA	20,900	0	20,900	21,109	0	21,109	21,320	0	21,320
5830 Non-Instructional Software Licenses/Fees	120,080	0	120,080	121,281	0	121,281	122,494	0	122,494
5840 Advertising & Recruitment	31,008	0	31,008	31,318	0	31,318	31,631	0	31,631
5841 Community Marketing	14,060	0	14,060	14,201	0	14,201	14,343	0	14,343
5850 Oversight Fees	144,400	0	144,400	145,844	0	145,844	147,302	0	147,302
5870 Live Scan Finger printing	152	0	152	154	0	154	155	0	155
5878 Testing & Assessments	14,968	0	14,968	15,118	0	15,118	15,269	0	15,269
5880 Instructional Vendors & Consultants	1,240,865	0	1,240,865	1,253,274	0	1,253,274	1,265,806	0	1,265,806
5890 Misc Other Outside Services	3,610	760	4,370	3,646	768	4,414	3,683	775	4,458
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	103,562	19,285	122,847	104,598	19,478	124,076	105,644	19,673	125,316
<b>TTL Services &amp; Operations</b>	<b>1,937,112</b>	<b>340,090</b>	<b>2,277,202</b>	<b>1,956,483</b>	<b>343,491</b>	<b>2,299,974</b>	<b>1,976,048</b>	<b>346,926</b>	<b>2,322,974</b>
<b>7438 Interest on Debt</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TTL EXPENDITURES</b>	<b>8,163,971</b>	<b>1,800,490</b>	<b>9,964,461</b>	<b>8,397,611</b>	<b>1,666,495</b>	<b>10,064,106</b>	<b>8,481,587</b>	<b>1,683,160</b>	<b>10,164,747</b>
<b>Description</b>	<b>FY2025-26 Helendale Unrestricted</b>	<b>FY2025-26 Helendale Restricted</b>	<b>FY2025-26 Helendale Combined</b>	<b>FY2026-27 Helendale Unrestricted</b>	<b>FY2026-27 Helendale Restricted</b>	<b>FY2026-27 Helendale Combined</b>	<b>FY2027-28 Helendale Unrestricted</b>	<b>FY2027-28 Helendale Restricted</b>	<b>FY2027-28 Helendale Combined</b>
<b>Revenues less Expenditures (Net Revenues)</b>	<b>413,363</b>	<b>0</b>	<b>413,362</b>	<b>226,664</b>	<b>0</b>	<b>226,663</b>	<b>189,708</b>	<b>0</b>	<b>189,708</b>
<b>Beginning Fund Balance-Unaudited Actuals</b>	<b>3,578,998</b>	<b>211,358</b>	<b>3,790,356</b>	<b>3,992,361</b>	<b>211,358</b>	<b>4,203,718</b>	<b>4,219,024</b>	<b>211,358</b>	<b>4,430,383</b>
<b>ENDING BALANCE</b>	<b>3,992,361</b>	<b>211,358</b>	<b>4,203,718</b>	<b>4,219,024</b>	<b>211,358</b>	<b>4,430,383</b>	<b>4,408,733</b>	<b>211,358</b>	<b>4,620,091</b>
<b>ENDING BALANCE AS % OF EXPENDITURES</b>	<b>48.90%</b>	<b>11.74%</b>	<b>42.19%</b>	<b>50.24%</b>	<b>12.68%</b>	<b>44.02%</b>	<b>51.98%</b>	<b>12.56%</b>	<b>45.45%</b>



### **ACTION: Warner - APPROVAL OF 2025-26 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 governing board must approve the spending plan 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 an accounting of how much money was received from the EPA and how the funds were expended on its website.

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 the salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group from 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 2025-26 EPA entitlement is

\$226,286, 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%	\$226,286
<b>Total:</b>	<b>100%</b>	<b>100%</b>	<b>\$226,286</b>

### Expenditures by Function - Detail

Certificated Positions			
<b>Classroom Teacher Salaries</b>	2.25	1000/1100	\$226,286
<b>Totals</b>	<b>2.25</b>	<b>1000/1100</b>	<b>\$226,286</b>

EPA Requirements Met?	YES
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**RECOMMENDATION:**

Staff requests that the Board approve the 2025-26 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.



Excel Academy Charter School-Warner's estimated 2025-26 EPA entitlement is \$226,286. 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%	\$226,286
<b>Total:</b>	<b>100%</b>	<b>100%</b>	<b>\$226,286</b>

#### Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.25	1000/1100	\$226,286
<b>Totals</b>	<b>2.25</b>	<b>1000/1100</b>	<b>\$226,286</b>

The following summary shows the fiscal year 2026, 2027, and 2028 revenue and expenditure calculations:

Excel Academy Charter School - Warner	
Education Protection Account Spending Summary	
<b>2025-26 Fiscal Year:</b>	
Final Education Protection Account (EPA) Revenues:	\$226,286
EPA Expenditures on Teacher Salaries & Benefits:	<b>\$226,286</b>
<b>Unspent 2025-26 EPA Revenues:</b>	-

<b>2026-27 Fiscal Year:</b>	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$228,549
EPA Expenditures on Teacher Salaries & Benefits:	<b>\$228,549</b>
<b>Unspent 2026-27 EPA Revenues:</b>	-
<b>2027-28 Fiscal Year:</b>	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$230,834
EPA Expenditures on Teacher Salaries & Benefits:	<b>\$230,834</b>
<b>Unspent 2027-28 EPA Revenues:</b>	-
<b>EPA Requirements Met in Each Year?</b>	<b>YES</b>





## **ACTION: HELENDALE - APPROVAL OF 2025-26 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 governing board must approve the spending plan 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 an accounting of how much money was received from the EPA and how the funds were expended on its website.

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 the Arcle 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 the salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group to the general fund. 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 2025-26 EPA entitlement is

\$139,709 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%	\$139,709
<b>Total:</b>	<b>100%</b>	<b>100%</b>	<b>\$139,709</b>

## Expenditures by Function - Detail

Certificated Positions			
<b>Classroom Teacher Salaries</b>	1.25	1000/1100	\$139,709
<b>Totals</b>	<b>1.25</b>	<b>1000/1100</b>	<b>\$139,709</b>

<b>EPA Requirements Met?</b>	<b>YES</b>
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**RECOMMENDATION:**

Staff requests that the Board approve the 2025-26 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.



Excel Academy Charter School-Helendale's estimated 2025-26 EPA entitlement is \$139,709. 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%	\$139,709
<b>Total:</b>	<b>100%</b>	<b>100%</b>	<b>\$139,709</b>

#### Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	1.25	1000/1100	\$139,709
<b>Totals</b>	<b>1.25</b>	<b>1000/1100</b>	<b>\$139,709</b>

The following summary shows the fiscal year 2026, 2027, and 2028 revenue and expenditure calculations:

Excel Academy Charter School - Helendale	
Education Protection Account Spending Summary	
<b>2025-26 Fiscal Year:</b>	
Final Education Protection Account (EPA) Revenues:	\$139,709
EPA Expenditures on Teacher Salaries & Benefits:	<b>\$139,709</b>
<b>Unspent 2025-26 EPA Revenues:</b>	-

<b>2026-27 Fiscal Year:</b>	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$141,106
EPA Expenditures on Teacher Salaries & Benefits:	<b>\$141,106</b>
<b>Unspent 2026-27 EPA Revenues:</b>	-
<b>2027-28 Fiscal Year:</b>	
<i>Projected</i> Education Protection Account (EPA) Revenues:	\$142,517
EPA Expenditures on Teacher Salaries & Benefits:	<b>\$142,517</b>
<b>Unspent 2027-28 EPA Revenues:</b>	-
<b>EPA Requirements Met in Each Year?</b>	<b>YES</b>

## Coversheet

### Approval of Superintendent of Schools' Employment Agreement and Salary Placement

<b>Section:</b>	VIII. Personnel Services
<b>Item:</b>	A. Approval of Superintendent of Schools' Employment Agreement and
Salary Placement	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	H. Gasca Contract 2025-2027.docx (1).pdf REDLINE of H. Gasca Contract 2025-2027.docx.pdf Superintendent Contract Overview (1).pdf



## EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement") is made and entered into effective as of July 1, 2025, 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 "Superintendent."

WHEREAS, the Board of Directors ("Board") desires to employ the Superintendent as the Superintendent of the Charter School, and the Superintendent desires to accept employment as the Superintendent 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, 2025 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.

The Charter School shall provide the Superintendent 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 Superintendent as the Superintendent of the Charter School, and the Superintendent accepts employment as the Superintendent of the Charter School. In said capacity, the Superintendent 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 Superintendent (or Superintendent'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 Superintendent's recommendations, the

*Pending Board Approval*

Superintendent shall have the authority of organizing, reorganizing, and arranging the 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 Superintendent 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 Superintendent'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 Superintendent's obligations as the Superintendent 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 Superintendent 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 Superintendent for study and recommendation, and shall refrain from individual interference with the administration of school policies, except through Board action.

## 2.7 Board/Superintendent Facilitator

In addition to directing all complaints/criticisms/suggestions concerning the Charter School or any of its personnel directly to the Superintendent as set forth above, the Board agrees that it shall work with the Superintendent in a spirit of cooperation and teamwork, and shall provide her

with periodic opportunities to discuss Board/Superintendent relationships. Whenever it is deemed desirable by either a majority of the Board of Directors, or by the Superintendent, an outside advisor will be mutually selected by the Board and the Superintendent, and shall be paid for by Charter School, to facilitate discussion of the relationships of the Board and the

*Pending Board Approval*



Superintendent, in advancement of the best interests of the Charter School.

## 2.8 Board/Superintendent 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 Superintendent takes direction from the Board as a whole and not from individual Board members. Individual Board members will not give directions to the Superintendent or any staff member regarding the management of the Charter School or 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 Superintendent. It is the Superintendent'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 Superintendent of the Charter School. In recognition of the purposes of this Agreement, the Superintendent shall not be assigned to any other position or have her duties assigned to others without the Superintendent's consent. No policy or bylaw of the Charter School shall diminish the Superintendent's statutory or contractual authority. All duties assigned to the Superintendent by the Board shall be appropriate to and consistent with the professional role and responsibility of the Superintendent. The Superintendent shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to the Superintendent's position and necessary for the adequate performance of her duties.

# OBLIGATIONS OF THE CHARTER SCHOOL

The Charter School shall provide the Superintendent 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 Superintendent 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 Superintendent shall be placed on the appropriate step of a Board adopted Salary Schedule. Based on this information, the Charter School shall pay the Superintendent an annual salary of \$209,976. Charter School shall pay the Superintendent 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 Superintendent shall receive a step increase beginning on July 1 each year of the Agreement. The Superintendent shall also receive any COLA increases approved by the Board and applied to the administrative salary schedule during the term of the contract.

*Pending Board Approval*

### 3.2 Additional Adopted Salary Increases

The Superintendent shall receive such annual increases in salary as may be agreed to by the Superintendent 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 Superintendent 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 Superintendent 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 Superintendent 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 Superintendent shall be reimbursed for actual and necessary expenses that are naturally incurred as the Superintendent conducts the Charter School's Business. The Superintendent shall submit all expense claims with documentation on a monthly basis.

### 4.2 Travel Expenses

The Superintendent shall be reimbursed for travel expenses in accordance with Charter School policies and procedures.

### 4.3 Cell Phone Allowance

The Superintendent 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 Superintendent with appropriate technology

*Pending Board Approval*

including a laptop, tablet, smartphone and other technology devices that might be needed that assist the Superintendent in his/her duties. The Charter School shall pay all costs associated with the use and maintenance of all technology devices. The Superintendent shall use all technology in accordance with the Charter School's policies and legal requirements. The Superintendent 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 Superintendent's work year shall be 220 days exclusive of holidays provided to the other certificated employees of the Charter School. To determine the Superintendent's daily rate, the Superintendent's annual base salary shall be divided by her work days. The Superintendent 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 Superintendent declined health benefits for herself, her spouse, and dependents and is therefore entitled to receive the same "cash in lieu of benefits" as other full-time staff.

## **8. LIFE INSURANCE**

The Charter School shall provide the Superintendent 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 Superintendent's expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA) and such other professional associations as the Superintendent may participate in. Charter School shall reimburse the Superintendent 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 Superintendent. The Charter School shall also pay on behalf of the Superintendent expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in the Superintendent'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 Superintendent to choose among various benefit programs made available by the Charter School. The Superintendent shall be entitled immediately to participate in such a plan upon commencing

*Pending Board Approval*

employment with the Charter School. The Superintendent 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 Superintendent 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 Superintendent 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. RETIREMENT/TAX DEFERRED BENEFIT PLAN**

The Superintendent participates in CalSTRS. The Superintendent may also participate in supplemental retirement plans or deferred compensation plans offering additional retirement savings options in the amount of \$15,600. The Superintendent will not be eligible for any employer matching contribution.

## **12. PROFESSIONAL GROWTH OF THE SUPERINTENDENT**

The Board supports the concept of lifelong learning and encourages the continuing professional growth of the Superintendent. The Board is willing to support the Superintendent'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 Superintendent.

## **13. EVALUATION OF THE SUPERINTENDENT**

### **13.1 Goals and Objectives**

The Board and Superintendent 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 Superintendent. By September 30 of each school year, the Board and the Superintendent 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 Superintendent and the Board. Every effort will be made to conduct this meeting by a date to be determined by the Board and the Superintendent. 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

*Pending Board Approval*

the Superintendent based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Superintendent in writing whether the Superintendent 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 Superintendent'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 Superintendent'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 Superintendent. If the Board's evaluation of the Superintendent is not completed by July 1 of any year under this Agreement, the performance will be deemed satisfactory, and the Superintendent shall be entitled to retroactive application of any additional salary increase and contract extension to which the Superintendent is entitled to under, Sections 1 Term and 3.2 Salary, of this Agreement.

### 13.5 Mutually Agreed Format

The Board and the Superintendent shall agree upon a written evaluation format which shall be used during the Term.

### 13.6 Impact of Satisfactory Evaluation

If the Superintendent receives a satisfactory evaluation, she shall be eligible for an additional annual increase in salary. She shall also be eligible to 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 Superintendent's current salary and term of the Agreement.

### 13.7 Unsatisfactory Evaluation

If the Board concludes that the Superintendent'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 Superintendent 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 Superintendent, shall maintain confidentiality concerning the contents of any evaluation. A copy of each final evaluation will be provided to the Superintendent.

## **14. OUTSIDE PROFESSIONAL ACTIVITIES**

*Pending Board Approval*

The Superintendent 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 Superintendent's discretion. Any such activities which require the Superintendent to be absent from the Charter School for more than three (3) consecutive full working days, the Superintendent shall notify the Board President. Any compensation received by the Superintendent for these outside professional activities shall be remitted to the District unless such activities are completed on the Superintendent's non-work days or time.

## **15. TERMINATION**

15.1 The Superintendent 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 Superintendent and the Charter School shall mutually agree to termination in writing

15.2.2 The Superintendent has been unable to perform all or substantially all of the Superintendent's duties due to illness or other disability for a period of six (6) consecutive months, and it is medically determined that the Superintendent is permanently disabled from performing all or substantially all of the duties of the Superintendent. Following the leave of absence, the Board may require that the Superintendent 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 Superintendent that the Board is exercising its right to an examination as provided in this Section. If the Superintendent wishes to do so, she may, within one week of said examination, submit a separate report made by a physician chosen by the Superintendent and concerning all or part of the matters covered in said comprehensive medical examination.

15.2.3 Upon the death of the Superintendent

### **15.3 Termination for Cause**

The Board may terminate the Superintendent 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

*Pending Board Approval*

## 7. Suspension or revocation of any credential held by the Superintendent.

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 Superintendent. If the Superintendent disputes the cause, the Superintendent shall then be entitled to a conference before the Board in closed session. The Superintendent 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 Superintendent 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 Superintendent. If the Board elects the option to terminate this Agreement without cause, then the Superintendent shall receive the lesser of the Superintendent'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 Superintendent has elected for the same period of time unless both parties have agreed to another format for compensating the Superintendent's twelve month salary and benefits (up to the maximum cap under law).

## 16. ABUSE OF OFFICE

Pursuant to Government Code 53243.2, any funds received by the Superintendent from the Charter School as a buyout, resulting from the Board's decision to terminate the Superintendent without cause, shall be fully reimbursed to the Charter School if the Superintendent is convicted of a crime involving the abuse of her powers of office. If the Charter School funds the criminal defense of the Superintendent against charges involving the abuse of her office or position, and the Superintendent is then convicted of those charges, the Superintendent shall fully reimburse the Charter School for all Charter School funds paid for the Superintendent'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:

Superintendent:

3 Taffeta Lane

Ladera Ranch, CA 92694

*Pending Board Approval*



**CHARTER SCHOOL:**

1 Technology Drive, I-811  
Irvine, CA 92618

Such notice shall be deemed received when personally delivered or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepared and addressed to the party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

**18. CONFLICT OF LAWS**

This Agreement shall be governed by the laws of the State of California.

**19. INTEGRATION**

This Agreement contains the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party.

**20. SEVERABILITY**

If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

**21. MODIFICATION**

No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties.

**22. CONSTRUCTION OF AGREEMENT**

This Agreement will be liberally construed to effectuate the intention of the parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party (including the party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the parties have participated equally or have had equal opportunity to participate in the drafting hereof.

**23. WAIVER**

No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

**24. HEADINGS**

*Pending Board Approval*



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 Superintendent and the Superintendent'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 Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in Superintendent'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 Superintendent was acting within the scope of employment.

Upon retirement or separation from the Charter School, the Superintendent will continue to be indemnified for any actions taken against her related to her role as the Superintendent.

## **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

*Pending Board Approval*

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 Superintendent, 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 Superintendent deems it necessary, the Board will at the Charter School expense provide appropriate security measures for the safety of the Superintendent and Superintendent's family.

IN WITNESS WHEREOF, this Agreement has been executed this day 12 of June 2025. EXCEL ACADEMY CHARTER SCHOOLS

*Pending Board Approval*

William Hall, President: \_\_\_\_\_ Dated: \_\_\_\_\_

Michael Humphrey, Vice President: \_\_\_\_\_ Dated: \_\_\_\_\_

Steve Fraire, Clerk: \_\_\_\_\_ Dated: \_\_\_\_\_

Susan Houle, Member: \_\_\_\_\_ Dated: \_\_\_\_\_

Larry Alvarado, Member: \_\_\_\_\_ Dated: \_\_\_\_\_

Heidi Gasca, Superintendent

Signature: \_\_\_\_\_ Dated: \_\_\_\_\_

*Pending Board Approval*

## APPENDIX A: SALARY SCHEDULE

(See attached Certificated Management 225 Salary Schedule)

## APPENDIX B: JOB DESCRIPTION

(See attached Superintendent Job Description)

*Pending Board Approval*



## EMPLOYMENT AGREEMENT

This Employment Agreement ("Agreement") is made and entered into effective as of ~~July 1, 2025~~ ~~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 "~~Superintendent Executive Director/CEO~~."

WHEREAS, the Board of Directors ("Board") desires to employ the ~~Superintendent Executive Director/CEO~~ as the ~~Superintendent Executive Director/CEO~~ of the Charter School, and the ~~Superintendent Executive Director/CEO~~ desires to accept employment as the ~~Superintendent 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, 202~~5~~<sup>4</sup> 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 Superintendent 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 ~~Superintendent Executive Director/CEO~~ as the ~~Superintendent Executive Director/CEO~~ of the Charter School, and the ~~Superintendent Executive Director/CEO~~ accepts employment as the ~~Superintendent Executive Director/CEO~~ of the Charter School. In said capacity, the ~~Superintendent 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 Superintendent (or ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent's Executive Director/CEO~~ recommendations, the ~~Superintendent Executive Director/CEO~~ shall have the authority of organizing, reorganizing, and arranging the 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 ~~Superintendent Executive Director/CEO~~ 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 ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent's Executive Director/CEO~~ obligations as the ~~Superintendent 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 ~~Superintendent 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.

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The Board, individually and collectively, shall promptly refer all criticisms, complaints and suggestions called to its/their attention to the ~~Superintendent 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/~~Superintendent Executive Director/CEO~~ Facilitator

In addition to directing all complaints/criticisms/suggestions concerning the Charter School or any of its personnel directly to the ~~Superintendent Executive Director/CEO~~ as set forth above, the Board agrees that it shall work with the ~~Superintendent Executive Director/CEO~~ in a spirit of cooperation and teamwork, and shall provide her with periodic opportunities to discuss Board/~~Superintendent Executive Director/CEO~~ relationships. Whenever it is deemed desirable by either a majority of the Board of Directors, or by the ~~Superintendent Executive Director/CEO~~, an outside advisor will be mutually selected by the Board and the ~~Superintendent Executive Director/CEO~~, and shall be paid for by Charter School, to facilitate discussion of the relationships of the Board and the ~~Superintendent Executive Director/CEO~~, in advancement of the best interests of the Charter School.

## 2.8 Board/~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ or any staff member regarding the management of the Charter School or 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 ~~Superintendent Executive Director/CEO~~. It is the ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent Executive Director/CEO~~ of the Charter School. In recognition of the purposes of this Agreement, the ~~Superintendent Executive Director/CEO~~ shall not be assigned to any other position or have her duties assigned to others without the ~~Superintendent's Executive Director/CEO~~ consent. No policy or bylaw of the Charter School shall diminish the ~~Superintendent's Executive Director/CEO~~ statutory or contractual authority. All duties assigned to the ~~Superintendent Executive Director/CEO~~ by the Board shall be appropriate to and consistent with the professional role and responsibility of the ~~Superintendent Executive Director/CEO~~. The ~~Superintendent Executive Director/CEO~~ shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to the ~~Superintendent's Executive Director/CEO~~ position and necessary for the adequate performance of her duties.

## OBLIGATIONS OF THE CHARTER SCHOOL

The Charter School shall provide the ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ an annual salary of ~~\$209,976.00~~ ~~\$203,860.00~~. Charter School shall pay the ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ shall receive a step increase beginning on July 1 each year of the Agreement. The ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ shall receive such annual increases in salary as may be agreed to by the ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ shall be reimbursed for actual and necessary expenses that are naturally incurred as the ~~Superintendent Executive Director/CEO~~ conducts the Charter School's Business. The ~~Superintendent Executive Director/CEO~~ shall submit all expense claims with documentation on a monthly basis.

### 4.2 Travel Expenses

The ~~Superintendent Executive Director/CEO~~ shall be reimbursed for travel expenses in accordance with Charter School policies and procedures.

### 4.3 Cell Phone Allowance

The ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ with appropriate technology including a laptop, tablet, smartphone and other technology devices that might be needed that assist the ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ shall use all technology in accordance with the Charter School's policies and legal requirements. The ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ work year shall be ~~220~~ 225 days exclusive of holidays provided to the other certificated employees of the Charter School. To determine the ~~Superintendent's Executive Director/CEO~~ daily rate, the ~~Superintendent's Executive Director/CEO~~ annual base salary shall be divided by her work days. The ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ declined health benefits for herself, her spouse, and dependents and is therefore entitled to receive the same "cash in lieu of benefits" as other full-time staff. ~~shall be eligible to participate in the Charter School's health, vision~~

~~and dental insurance plans. The Charter School shall provide the Executive Director/CEO the same contribution towards benefit premium as all staff.~~

## 8. LIFE INSURANCE

The Charter School shall provide the ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ expenses and dues for membership in professional organizations including the Association of California School Administrators (ACSA) and such other professional associations as the ~~Superintendent Executive Director/CEO~~ may participate in. Charter School shall reimburse the ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~. The Charter School shall also pay on behalf of the ~~Superintendent 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 ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent Executive Director/CEO~~ to choose among various benefit programs made available by the Charter School. The ~~Superintendent Executive Director/CEO~~ shall be entitled immediately to participate in such a plan upon commencing employment with the Charter School. The ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent 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. RETIREMENT/TAX DEFERRED BENEFIT PLAN

~~The Executive Director/CEO participates in [INSERT social security or CalSTRS]. The Superintendent participates in CalSTRS. The Superintendent may also participate in supplemental retirement plans or deferred compensation plans offering additional retirement savings options in the amount of \$15,600. The Executive Director/ CEO will not be eligible for any employer matching contribution. The Executive Director 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 SUPERINTENDENT**~~Executive Director/CEO~~

The Board supports the concept of lifelong learning and encourages the continuing professional growth of the ~~Superintendent~~ ~~Executive Director/CEO~~. The Board is willing to support the ~~Superintendent's~~ ~~Executive Director/CEO~~ professional growth and will be responsible for the expenses involved in such activities as part of the mutually agreed upon annual goals of the ~~Superintendent~~ ~~Executive Director/CEO~~.

## **13. EVALUATION OF THE SUPERINTENDENT**~~Executive Director/CEO~~

### 13.1 Goals and Objectives

The Board and ~~Superintendent~~ ~~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 ~~Superintendent~~ ~~Executive Director/CEO~~. By September 30 of each school year, the Board and the ~~Superintendent~~ ~~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 ~~Superintendent~~ ~~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 ~~Superintendent~~ ~~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 ~~Superintendent~~ ~~Executive Director/CEO~~ based upon the agreed upon goals and objectives established for the school year, the Board shall notify the ~~Superintendent~~ ~~Executive Director/CEO~~ in writing whether the ~~Superintendent~~ ~~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 ~~Superintendent's~~ ~~Executive Director/CEO~~ 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 ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent Executive Director/CEO~~. If the Board's evaluation of the ~~Superintendent Executive Director/CEO~~ is not completed by July 1 of any year under this Agreement, the performance will be deemed satisfactory, and the ~~Superintendent Executive Director/CEO~~ shall be entitled to retroactive application of any additional salary increase and contract extension to which the ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ receives a satisfactory evaluation, she shall be eligible for ~~entitled to~~ an additional annual increase in salary ~~as specified in Section 3.1 of this Agreement~~. She shall also be eligible to 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 ~~Superintendent's Executive Director/CEO~~ current salary and term of the Agreement.

### 13.7 Unsatisfactory Evaluation

If the Board concludes that the ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~, shall maintain confidentiality concerning the contents of any evaluation. A copy of each final evaluation will be provided to the ~~Superintendent Executive Director/CEO~~.

## **14. OUTSIDE PROFESSIONAL ACTIVITIES**

The ~~Superintendent 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 ~~Superintendent's Executive Director/CEO~~ discretion. Any such activities which require the Superintendent to be absent from the Charter School for more than three (3) consecutive full working days, the ~~Superintendent Executive Director/CEO~~ shall notify the Board President. Any

compensation received by the ~~Superintendent Executive Director/CEO~~ for these outside professional activities shall be remitted to the District unless such activities are completed on the ~~Superintendent's Executive Director/CEO~~ non-work days or time.

## 15. TERMINATION

15.1 The ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ and the Charter School shall mutually agree to termination in writing

15.2.2 The ~~Superintendent Executive Director/CEO~~ has been unable to perform all or substantially all of the ~~Superintendent's Executive Director/CEO~~ duties due to illness or other disability for a period of six (6) consecutive months, and it is medically determined that the ~~Superintendent Executive Director/CEO~~ is permanently disabled from performing all or substantially all of the duties of the ~~Superintendent Executive Director/CEO~~. Following the leave of absence, the Board may require that the ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ that the Board is exercising its right to an examination as provided in this Section. If the ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~

### 15.3 Termination for Cause

The Board may terminate the ~~Superintendent Executive Director/CEO~~ for just cause for one or more of the following reasons:

1. Substantial failure, refusal or incapable of performing contractual duties
2. Gross incompetence or unprofessional conduct
3. Severe error in actions or judgment that caused financial or reputational harm to the organization
4. Theft or intentional dishonesty
5. Knowingly committed an unequivocally illegal act
6. Unsatisfactory performance evaluation of mutually agreed to performance standards of the majority of the Board
7. Suspension or revocation of any credential held by the ~~Superintendent Executive Director/CEO~~.

Termination for just cause means the employer has proven the allegation(s) to the satisfaction of the Board, the allegation(s) goes to the heart of the employment contract, and the employer asserts the allegation(s) is severe enough that the employment relationship cannot be repaired.

If the Board believes that cause to terminate the Agreement exists, it shall meet with the ~~Superintendent Executive Director/CEO~~. If the ~~Superintendent Executive Director/CEO~~ disputes the cause, the ~~Superintendent Executive Director/CEO~~ shall then be entitled to a conference before the Board in closed session. The ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~. If the Board elects the option to terminate this Agreement without cause, then the ~~Superintendent Executive Director/CEO~~ shall receive the lesser of the ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent Executive Director/CEO~~ has elected for the same period of time unless both parties have agreed to another format for compensating the ~~Superintendent's Executive Director/CEO~~ twelve month salary and benefits (up to the maximum cap under law).

#### 16. ABUSE OF OFFICE

Pursuant to Government Code 53243.2, any funds received by the ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ against charges involving the abuse of her office or position, and the ~~Superintendent Executive Director/CEO~~ is then convicted of those charges, the ~~Superintendent Executive Director/CEO~~ shall fully reimburse the Charter School for all Charter School funds paid for the ~~Superintendent's Executive Director/CEO~~ 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:



**Superintendent ~~Executive Director/CEO~~:**

3 Taffeta Lane  
Ladera Ranch, CA 92694

**CHARTER SCHOOL:**

1 Technology Drive, I-811  
Irvine, CA 92618

Such notice shall be deemed received when personally delivered or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepared and addressed to the party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

**18. CONFLICT OF LAWS**

This Agreement shall be governed by the laws of the State of California.

**19. INTEGRATION**

This Agreement contains the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party.

**20. SEVERABILITY**

If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

**21. MODIFICATION**

No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties.

**22. CONSTRUCTION OF AGREEMENT**

This Agreement will be liberally construed to effectuate the intention of the parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party (including the party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the parties have participated equally or have had equal opportunity to participate in the drafting hereof.

**23. WAIVER**

No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service

voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

## 24. HEADINGS

The headings of sections of this Agreement have been inserted for convenience of reference only and shall not affect the interpretation of any of the provisions of this Agreement.

## 25. ATTORNEY FEES

In the event of any action or proceeding to enforce or construe any of the provisions of this Agreement, the prevailing party in any such action or proceeding shall be entitled to attorneys' fees and costs.

## 26. FURTHER ASSURANCES

Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances, and shall do any and all acts and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent and agreements of the parties hereto.

## 27. ASSIGNMENT

Since this Agreement is for the employment of the ~~Superintendent Executive Director/CEO~~ and the ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent Executive Director/CEO~~ from any and all demands, claims, suits, actions, and legal proceedings brought against the ~~Superintendent Executive Director/CEO~~ in ~~Superintendent's Executive Director/CEO~~ 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 ~~Superintendent Executive Director/CEO~~ was acting within the scope of employment.

Upon retirement or separation from the Charter School, the ~~Superintendent Executive Director/CEO~~ will continue to be indemnified for any actions taken against her related to her role as the ~~Superintendent 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 ~~Superintendent 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 ~~Superintendent Executive Director/CEO~~ deems it necessary, the Board will at the Charter School expense provide appropriate security measures for the safety of the ~~Superintendent Executive Director/CEO~~ and ~~Superintendent's Executive Director/CEO~~ family.

IN WITNESS WHEREOF, this Agreement has been executed this day ~~1220~~ of June ~~2025~~~~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, ~~Superintendent Executive Director/CEO~~

Signature: \_\_\_\_\_ Dated: \_\_\_\_\_

## APPENDIX A: SALARY SCHEDULE

(See attached Certificated Management 225 Salary Schedule)

## APPENDIX B: JOB DESCRIPTION

(See attached ~~Superintendent Executive Director/CEO~~ Job Description)





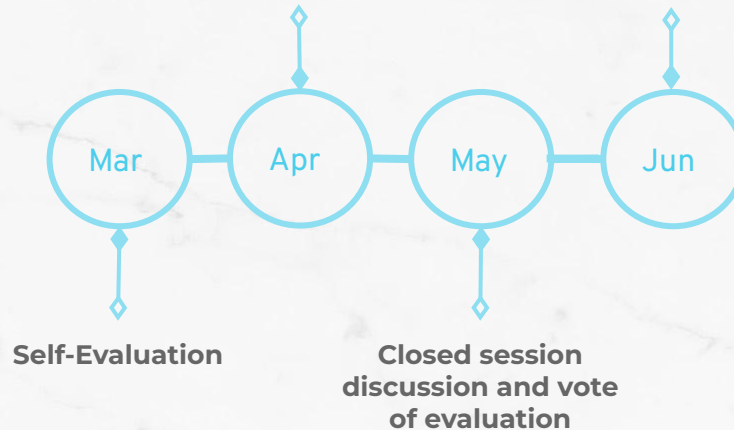
# SUPERINTENDENT CONTRACT & JOB DESCRIPTION

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June 18, 2025

# TIMELINE

- Drafts completed and shared for board collaboration
  - Study session to host annual review of contract and JD
- Board meeting approval of evaluation  
→ Approval of salary step in rate  
→ Formal letter issued memorializing new salary and term

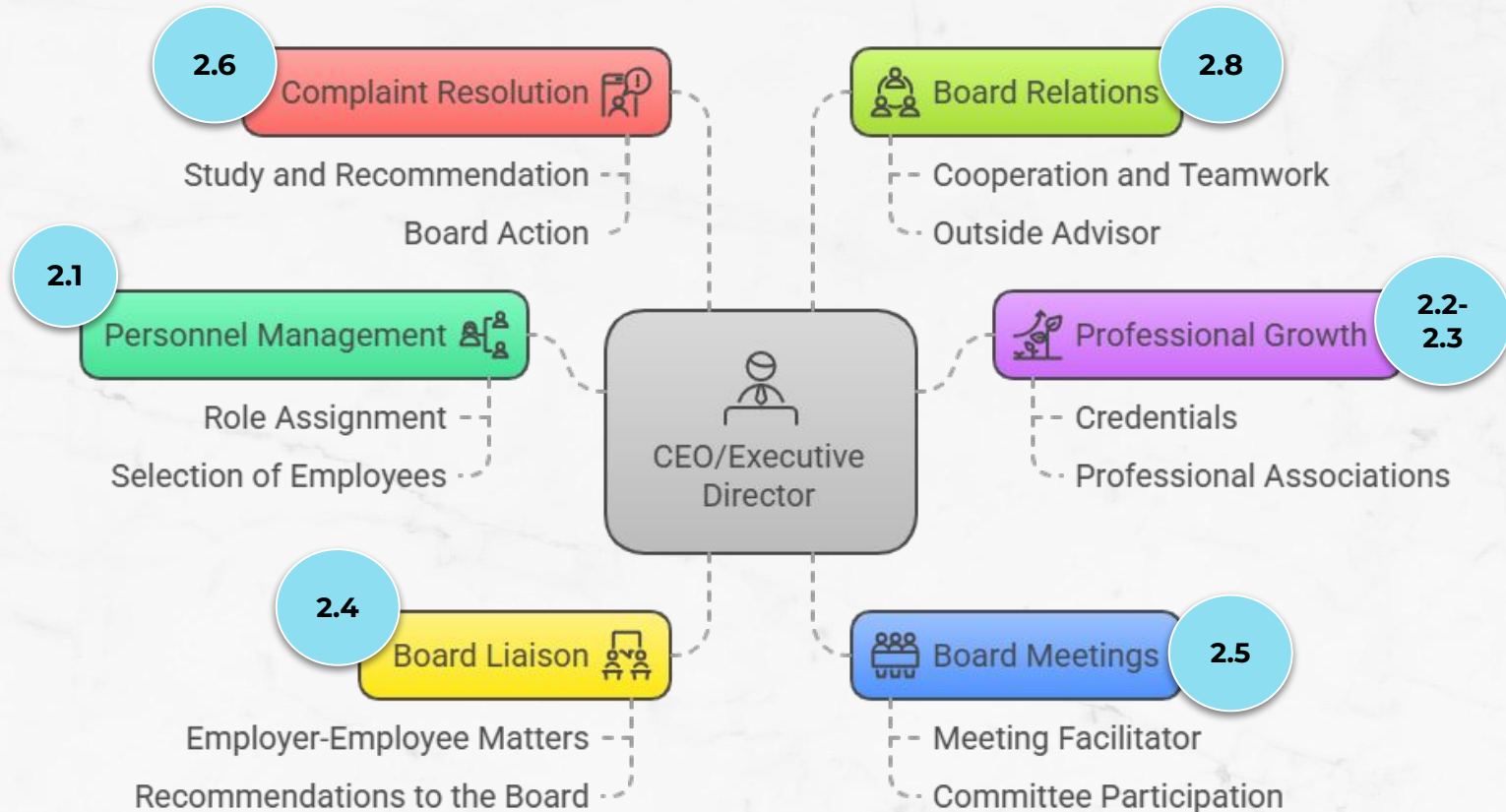


# ROLE REVIEW

- The Superintendent is the primary administrator of the organization, tasked with the holistic oversight of school operations, ensuring all functions and programmatic offerings align with Excel Academy Charter Schools mission, vision, and core values.
- This position embodies leadership across all functional areas, including academic excellence, staff performance, fiscal health, community engagement, and operational efficiency.



## Superintendent's Responsibilities



# Strategic Leadership & Operational Excellence

- ★ Advocates for the charter's mission and vision, fostering a unified direction among all educational partners.
- ★ Ensures the integration of the California Professional Standards for Education Leaders (CPSEL), covering aspects from shared vision development to external policy engagement.
- ★ Oversees program implementation, making pivotal administrative decisions to optimize school functioning.
- ★ Directs budgeting and financial management, ensuring stability and compliance with fiscal practices.



## Employment Duties and Responsibilities

*The Superintendent is responsible for managing Charter School operations according to a board-approved job description and maintaining professional standards.*





# Academic and Staff Performance

★ Guides instructional leadership, aiming for continuous improvement in teaching and learning outcomes.

★ Manages staff evaluations, professional development, and ensures a high-performing educational team.

★ Exercises delegated authority to make critical personnel decisions, including hiring, retaining, and terminating staff, ensuring these actions align with board policies and adhere to legal and regulatory standards. All personnel decisions will be ratified by the board of directors at the subsequent board meeting.

## Employment Duties and Responsibilities

- *Holds the exclusive right to manage personnel, including hiring and reassignments, with Board approval, reinforcing their authority and respect for their professional role.*
- *Serves as the primary liaison for Board and staff communications on employment matters and policy recommendations.*

# Community and Stakeholder Engagement

- ★ Enhances relationships within the charter school community and with external sponsors, promoting the school's achievements and fostering networks to benefit school operations.

## Employment Duties and Responsibilities

- ***All school-related criticisms and suggestions are directed to the Superintendent to ensure centralized decision-making and prevent Board interference in daily administration.***
- ***Encourages a collaborative relationship between the Board and Superintendent, utilizing external advisors to enhance this partnership when necessary.***



# Compliance and Policy Development

## Employment Duties and Responsibilities

- ***Required to maintain all professional licenses and credentials, while also committed to ongoing professional development.***
- ***Participates in all Board meetings, offering insights and recommendations on school business.***
- ***All school-related criticisms and suggestions are directed to the Superintendent to ensure centralized decision-making and prevent Board interference in daily administration.***

- ★ Maintains adherence to state and federal laws, develops policies, and ensures the school's compliance with educational standards and regulations.



# Professional Development and Evaluation

- ★ Encourages lifelong learning among staff, including themselves, staying abreast of educational trends and legal requirements.
- ★ Undergoes regular performance evaluations based on agreed-upon goals with the Board, ensuring accountability and alignment with the school's strategic objectives



## Evaluation of the Superintendent

- *The Board and Superintendent set annual performance goals, assess performance in a closed session, and provide feedback. Satisfactory evaluations lead to salary adjustments and contract extensions. Unsatisfactory evaluations require improvement plan.*

# Legal & Miscellaneous Provisions

## Legal:

- ★ **Governing Law:** Governed by California law.
- ★ **Entirety and Supersession:** This agreement supersedes all prior ones, relying only on documented representations.
- ★ **Severability:** Invalid provisions don't affect the agreement's validity.
- ★ **Amendments:** Must be in writing and signed by both parties.
- ★ **Interpretation:** Constructed to realize mutual intent, with no bias towards the drafter.
- ★ **Waiver:** Non-enforcement of any part does not waive enforcement of others.
- ★ **Headings:** For convenience only, without affecting interpretation.
- ★ **Legal Costs:** Winning party in disputes entitled to legal fees.
- ★ **Cooperation:** Parties commit to actions necessary for the agreement's execution.
- ★ **Non-transferability:** Agreement cannot be assigned by either party.
- ★ **Multiple Forms:** Can be executed in counterparts, collectively forming a single agreement.
- ★ **Indemnification:** Charter School defends the Superintendent against job-related legal actions.
- ★ **Dispute Resolution:** Arbitration in San Bernardino County, CA, with court action reserved for injunctions or writs.
- ★ **Security Measures:** Provided in case of public controversy or threats.

# Legal & Miscellaneous Provisions

(cont.)

## Termination:

- ★ The Superintendent can end the contract with a minimum 60-day notice, and termination can also result from mutual agreement, incapacity due to health reasons, or death.
- ★ The Board has grounds to terminate for just cause based on performance failures, gross incompetence, serious errors, theft, illegal actions, unsatisfactory evaluations, or credential issues pending a hearing.
- ★ Alternatively, the Board may terminate without specific cause, providing the Superintendent a severance of up to 12 months' salary or the remaining contract value plus continued health benefits.
- ★ If terminated without cause and subsequently convicted of office abuse, the Superintendent must refund any severance or defense payments received from the Charter School.

# Suggested Contract Language Refinement



# Contract Language Refinement - Section 1: Term

## 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 Superintendent 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. .



# Contract Language Refinement- Section 3 Salary

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## **3.1 Base Salary and Board Adopted Salary Schedule**

Having the goal of providing the Superintendent 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 Superintendent shall be placed on the appropriate step of a Board adopted Salary Schedule. Based on this information, the Charter School shall pay the Superintendent an annual salary of **\$209,976.00** Charter School shall pay the Superintendent 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 Superintendent shall receive a step increase beginning on July 1 each year of the Agreement **with board approval**. The Superintendent shall also receive any COLA increases approved by the Board and applied to the administrative salary schedule during the term of the contract.

# Contract Language Refinement - Section 13 Evaluation of the Executive Director

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## 13.6 Impact of Satisfactory Evaluation

If the Executive Director/CEO receives a satisfactory evaluation, she shall be **eligible for** ~~entitled to~~ an additional annual increase in salary ~~as specified in Section 3.1 of this Agreement~~. She shall also **be eligible to** 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.

# Contract Language Refinement - Section 15 Termination

## 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 (up to the maximum cap under law).

# Contract Language Refinement -Section 7 Health Benefits

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## **7. HEALTH BENEFITS**

The Executive Director/CEO, her spouse, and dependents shall be eligible to participate in the Charter School's health, vision and dental insurance plans. The Charter School shall provide the Executive Director/CEO the same contribution towards benefit premium as all staff.

## **7. HEALTH BENEFITS**

The Executive Director/CEO declined health benefits for herself, her spouse, and dependents and is therefore entitled to receive the same "cash in lieu of benefits" as other full-time staff.

# Contract Language Refinement -Section 11 Retirement/Tax Deferred Benefit Plan

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## **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.

## **11. RETIREMENT/TAX DEFERRED BENEFIT PLAN**

The Executive Director/CEO participates in CalSTRS. The Executive Director may also participate in the tax deferred compensation plans of the Charter School. The Executive Director/CEO will not be eligible for any employer matching contribution. However, the Charter School shall make a monthly employer contribution toward the tax deferred compensation plan in the amount of [INSERT].

# Future Refinements in April 2026

# Questions?

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