Excel Academy (CA)

Regular Meeting of the Board of Directors

Published on June 12, 2026 at 3:54 PM PDT

Date and Time

Thursday June 18, 2026 at 8:30 AM PDT

Location

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

1185 Calle Dulce, Chula Vista, CA 91910
1545 Apache Drive, Chula Vista, CA 91910
16222 Quail Rock Road, Ramona, CA 92065
39251 Camino Las Hoyas, Indio, CA 92203

Zoom Meeting Information:
Meeting ID: 940 0447 3712
Dial in: +16699009128,,94004473712# US

URL: https://zoom.us/j/94004473712

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:30 AM**
A.	Call the Meeting to Order		William Hall	1 m
B.	Record Attendance		William Hall	1 m

Roll Call:
William Hall, President
Michael Humphrey, Vice President
Steve Fraire, Clerk
Susan Houle, Member
Larry Alvarado, Member

II.	**Pledge of Allegiance**			**8:32 AM**
A.	Led by Board President or designee.		William Hall	1 m
III.	**Approve/Adopt Agenda**			**8:33 AM**
A.	Agenda	Vote	William Hall	1 m

It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 18, 2026.

		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. Consent 8:34 AM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

		Purpose	Presenter	Time
A.	Consent - Personnel Services	Vote	William Hall	1 m

1. Approval of 2026-2027 Excel Academy Charter Schools Employee Handbook Revisions

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
VI.	**Board Governance**			**8:35 AM**
A.	Approval of 2026-2027 Board Evaluator Stipend	Vote	Heidi Gasca	2 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 2026-2027 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
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
VII.	**Education/Student Services**			**8:37 AM**
A.	Adoption of 2026-2027 Local Control and Accountability Plans (LCAP)	Vote	Heidi Gasca	2 m

It is recommended the Board adopt the LCAP for Excel Academy Charter Schools for the 2026-27 school year, Helendale (#2073) and Warner (#2053).

a. 2026-27 LCAP Plan (Helendale)
b. 2026-27 LCAP Plan (Warner)

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

		Purpose	Presenter	Time

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

B.	Approval of 2026-2027 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools	Vote	Heidi Gasca	2 m

It is recommended the Board approve the 2026-2027 Local Performance Indicator Self-Reflection Reports as presented for Excel AcademyCharter 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 _____

VIII. Business/Financial Services **8:41 AM**

A.	Adoption of the 2026-27 Budget for Excel Academy Charter Schools	Vote	Joe Sorrera	2 m

It is recommended the Board adopt the budget for Excel Academy Charter Schools for the 2026-27 school year.

a. 2026-27 Preliminary Budget
b. 2025-26 Education Protection Account (EPA) Plan Actuals (Helendale)
c. 2025-26 Education Protection Account (EPA) Plan Actuals (Warner)
d. 2026-27 Education Protection Account (EPA) Multi-Year Plan (Helendale)
e. 2026-27 Education Protection Account (EPA) Multi-Year Plan (Warner)
f. 2026-27 Local Control Funding Formula (LCFF) Budget Overview for Parents (Helendale)
g. 2026-27 Local Control Funding Formula (LCFF) Budget Overview for Parents (Warner)

Fiscal Impact: *As presented in the 2026-2027 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 _____

IX. Calendar

The next scheduled Regular Board meeting will be on August 13, 2026.

X. Closing Items 8:43 AM

A.	Adjourn Meeting	Vote	William Hall	1 m

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

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

Coversheet

Consent - Personnel Services

Section: V. Consent
Item: A. Consent - Personnel Services
Purpose: Vote
Submitted by:
Related Material: Employee Handbook 2026- 2027 EACS.docx.pdf

BACKGROUND:

- **Meal Period Premium:** Added a specific provision (Section IV.D.2.i) stating that if operational requirements prevent a duty-free meal period or rest break, the School will pay a premium equal to one hour of pay at the regular rate for each violation.
- **Telecommuting Expenses:** Added a requirement (Section VI.A) to reimburse employees for "reasonable and necessary" business expenses incurred due to working from home, including a proportional share of internet and telephone costs.
- **Emergency Closing Clarification:** Added (Section V.F) that time off for emergency closings is unpaid for non-exempt employees (unless state/local mandates apply), but they may elect to use vacation time.
- **Confidentiality & PRA:** Added language (Section II.B) clarifying that employee information may be released pursuant to Public Records Act (PRA) requests, subject to statutory privacy exemptions.
- **Driving Policy/DOJ Notifications:** Added language (Section VI.E) regarding the School's receipt of notifications from the Department of Justice (DOJ) for arrests and convictions, and the protocol for placing employees on unpaid administrative leave following serious violations.
- **PAGA Arbitration Updates:** Added specific language in the Arbitration Agreement (Section IV.R) regarding the parsing of individual versus non-individual PAGA claims under current case law.
- Updated Mandatory Tuberculosis Testing section
- Added section on cannabis use; revised tattoo and piercing policy.

Anti-Harassment:

- **Definition Scope (Page 10):** Added language clarifying that "abusive conduct" is defined by the statutes or regulations in effect at the time of the conduct.
- **Hostile Work Environment (Page 11):** Added a significant legal standard under California law: *"Under California law, a single incident of harassing conduct is sufficient to create a triable issue regarding a hostile work environment if it has unreasonably interfered with work performance or created an intimidating, hostile or offensive working environment."*
- **Supervisor Reporting Requirement (Page 13):** Added a strict timeline for reporting: *"Supervisors are required to report all complaints to HR immediately, and no later than 24 hours after receipt."*
- Removed the redundant/merged sentence regarding supervisor disciplinary action.

Replacements (Updates to Legal References & Terminology)

- **Statutory References:** Replaced or updated numerous legal references to ensure alignment with current California law, including:
  - **California Fair Employment and Housing Act (FEHA):** Added as a primary reference point in Section I (Nondiscrimination Policies), Section I (Disability Accommodation), and Section VI (Employee Driving Policy).

    - **Department of Family and Children's Services (DFCS):** Replaced "County Child Protective Services" throughout Section II.A.
    - **California Civil Rights Department (CRD):** Updated references from "Department of Fair Employment and Housing" (DFEH) to "California Civil Rights Department (CRD)" in Section I (Conclusion) and Section IV (Arbitration Agreement).
    - **Federal Arbitration Act:** Explicit references were added to the Arbitration Agreement (Section IV.R).
- **Exempt Salary Threshold:** Updated the threshold for Administrative/Executive exemptions to $70,304 (Section IV.E.2).
- **Meal/Rest Break Clarifications:** Added cross-references to California law to clarify that non-exempt employees are subject to specific California Wage Order regulations.
- Adjusted ToR work hours

Deletions (Redundancies & Clean-up)

- Removed redundant sentences in the "Right to Revise" section where older and newer policy language were accidentally merged (e.g., "so that they are employees will be aware of").
- **Policy Redundancy:** Removed duplicate header and preamble text in the "Arbitration Agreement" section (Section IV.R) to create a single, clear governing section.
- **Conflicting Language:** Cleaned up overlapping language in Section II.A regarding when to report child abuse versus when to contact law enforcement, ensuring the priority of "emergency" reporting (9-1-1) is clear.

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Welcome!

We are thrilled to welcome you to the 2026-2027 school year at Excel Academy Charter School!

You are joining a team of dedicated, award-winning educators and loyal, hardworking support staff! As a school, we seek to hire and retain high-caliber individuals to meet our vision of personalized education.

We truly value our employees and have developed this Employee Handbook ("Handbook") to assist you with understanding our policies, procedures, and performance expectations.

As an employee, you are responsible for reading and understanding the handbook as well as any posted revisions. If you have any questions or need clarification, please don't hesitate to reach out to our Director of Human Resources, Megan Anderson or our designated HR and payroll staff.

Our goal is that you take pride in your role at Excel Academy, as you are instrumental in the lives of our students and families. We sincerely hope that you will find your employment at Excel Academy Charter School to be one of enrichment, collaboration, and an overall professionally rewarding experience.

Best wishes for a wonderful school year!

The Excel Academy Leadership Team

Right to Revise

This handbook is a guide to the provisions of employment with Excel Academy Charter Schools ("School"). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes any and all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes must be in writing and signed by the Superintendent or a designee.

Any written changes to this handbook will be distributed to all employees, so that they are aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to comply with all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Although employment policies, benefits, and procedures may change from time to time (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change — the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

Section I: Nondiscrimination Policies

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. Employment decisions are based on qualifications, experience, merit, and the extent to which a candidate's skills and background align with the requirements of the position and the School's mission, vision, and values. School policy prohibits unlawful discrimination based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School's management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.

The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws. Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate in the educational program or any activities which it operates, including employment in such programs and activities.

The School strives to recruit, develop, and retain highly qualified employees and remain a competitive public school employer, including examining employee

evaluation and compensation, and discipline/dismissal practices annually.

In accordance with the School's Equal Employment and Nondiscrimination Policies, the School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:

Megan Anderson
Director of Human Resources & Strategic Planning
Excel Academy Charter Schools
1 Technology Drive I-811
Irvine, CA 92618
manderson@excelacademy.education

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the Title IX coordinator, or the Superintendent, or any person they feel comfortable going to who shall advise the employee or applicant about the School's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School policy and regulation. Individuals may use the School's Uniform Complaint Procedures to address complaints of discrimination and harassment, including sex discrimination under Title IX. Annual notice of such policies will be provided to all employees, and a copy of such policies and procedures are available by contacting the Title IX coordinator or Human Resources (HR).

Discrimination is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.

B. Disability Accommodation

To comply with the Americans with Disabilities Act, the California Fair Employment and Housing Act (FEHA), and all applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship or a direct threat to health and safety would result.

Any applicant or employee who requires accommodation to perform the essential functions of the job should contact the HR department and discuss the need for

accommodation. The School will engage in a timely, good-faith, interactive process with the employee to identify possible accommodation, if any, which will help the applicant or employee perform the job. The School will implement reasonable accommodations that do not impose undue hardship.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation and abusive conduct School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability(including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation or opinion, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

All such conduct violates school policy. The School's anti-harassment policy applies to all people involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, community providers, customers, independent contractors, and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments.
2. Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures.
3. Physical conduct including assault, unwanted touching, intentionally blocking

normal movement or interfering with work because of sex, race or any other protected basis.
4. Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors.
5. Retaliation for reporting or threatening to report harassment.
6. Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by the School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who leaves such behavior unaddressed will also be subject to disciplinary action up to and including termination.

It is the policy of the School that no one will be retaliated against for making a good faith complaint of harassment or for cooperating in the investigation of a complaint.

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows), any team member they feel most comfortable reporting to, or the HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible, and appropriate action taken where warranted. Complaints made in good faith are protected from retaliation of any kind.

1. Sexual Harassment

The School is committed to providing a work environment that is free from sexual harassment and retaliation. Under no circumstances will sexual harassment be tolerated.

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the

following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
2. Submission to, or rejection of, the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. Under California law, a single incident of harassing conduct is sufficient to create a triable issue regarding a hostile work environment if it has unreasonably interfered with work performance or created an intimidating, hostile or offensive working environment. aSubmission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the local agency.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

1. The main administration offices of the local agency.
2. Properties controlled or owned by the local agency.
3. Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

Sexual harassment has no place in the work environment and is prohibited by the School. Specifically, it must in no way be exercised for purposes of an intimidating effect on employment decisions such as promotion, dismissal, hiring, training, wage and salary increases, transfer, or any other matter that affects the ability of an employee to perform job duties.

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against

another individual is in violation of this policy and subject to disciplinary action up to and including dismissal.

Managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against, or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, HR, the Executive Director or the Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainant should complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure or the Title IX grievance process without fear of reprisal.

2. Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

The School encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate Executive Director, supervisor, manager, HR, or person they feel most comfortable and may file a complaint. The Uniform Complaint Procedures may be used for this purpose. Employees are entitled to report harassment to someone other than their direct supervisor. Supervisors are required to report all complaints to HR immediately, and no later than 24 hours after receipt. In addition, the School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that their behavior is unwelcome and request that it be discontinued.. Every effort will be made to keep such reports as confidential to the extent possible, although it is understood that an investigation will normally require the involvement of third parties. The School is serious about enforcing its policy against harassment, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

3. Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation may be addressed through the School's Uniform Complaint Procedures or internal HR processes. A complaint will be followed by a timely, prompt and thorough investigation conducted by an impartial and qualified individual that provides all parties with due process. If the investigation substantiates the accusations, an appropriate and effective corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense.

Complaints will be documented and the School will designate a qualified individual to track the complaint process.

a. Informal Procedure

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the HR department who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the HR designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware, though, that the School may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

b. Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly and thoroughly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent possible, but absolute confidentiality cannot be guaranteed as due process requires disclosure during interviews. Misconduct

constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances.

4. Retaliation

Employees will not be retaliated against for complaining or participating in an investigation. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

5. Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. The School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor or the HR department. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of the School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

None of the procedures listed are intended to preclude an employee from pursuing claims of discrimination and/or harassment in any other forum available to the employee, including making reports of discrimination, harassment, and/or retaliation to the California Civil Rights Department (CRD) and the U.S. Equal Employment Opportunity Commission.

D. Diversity Policy

The School is committed to fostering, cultivating and preserving a culture of diversity and inclusion.

Our staff is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only the School's culture, but its reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

The School's diversity initiatives are applicable—but not limited—to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.

All employees of the School have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other school-sponsored and participative events.
Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action up to termination.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the School's diversity policy and initiatives should seek assistance from an HR representative.

Initial_____

Section II: Employment Requirements

A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. Call the local County Child Protective Services (cps) agency or local law enformcement department to report child abuse and neglect. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call to the child protective agency is to be followed by a written report on from SS 8572 (Suspected Child Abuse Report) within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

1. Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
2. Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
3. Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
4. Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer unjustifiable pain or mental suffering" or when any person endangers a child's health.

Confidentiality

A mandated reporter is required to give their name. The identity of all persons who

report shall be confidential. Violation of statutory confidentiality is a misdemeanor. The receiving protective agency may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training on mandated reporter obligations within the first six weeks of the school year, or within six weeks of an employees hire date, pursuant to California Education Code Section 44691 (AB 1432) as required by law.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act (CANRA) is guilty of a misdemeanor with a punishment not to exceed six months in jail or $1,000 or both. If the failure to report results in death or great bodily injury, the penalty increases to up to one year in county jail, a fine of up to $5,000, or both.

B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee's work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the Superintendent or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action up to and including immediate termination and possible legal action

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges where applicable by law. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student information will be released without the specific authorization of the Superintendent or designee. Employee information may be released as part of a Public Records Act (PRA) request, subject to statutory privacy exemptions for the purpose of employment verification with prior written approval by the employee, or as required by law.

C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and California Education Code Section 49060 et seq.. These records are the property of the School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted permission by the Superintendent or designee. Only teachers, administrative, and office personnel who possess a legitimate educational interest are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. No student files, records, forms, communication or reports may be copied without express authorization from the Executive Director. Under no circumstances may student information be used for an employees' personal use.

Employees may not remove any materials from any student's file. Files may not leave the office without specific written authorization from the Superintendent or designee. Employees who access student files are responsible to secure their contents and maintain confidentiality.

D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

1. Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them in accordance with the provisions of California Government Code Section 1090 and the Political Reform Act. For purposes of this policy:

A. "Personally interested" shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.
B. "Financially interested" shall mean any contract with an individual, entity, or company in which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be

influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by the School.

2. Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial decisions of the organization are designated in the Conflict of Interest Code adopted by the Board. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

3. Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action up to and including termination. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee's relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law including the California Fair Employment and Housing Act (FEHA).

No "presumption of guilt" is created by the mere existence of a professional or personal relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal relationships of employees as long as such employment does not create a conflict of interest under California Government Code Section 1090. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship.To mitigate actual or perceived conflicts of interest, the School strictly prohibits any employee from directly supervising, evaluating, setting compensation for , or making personnel decisions regarding and immediate family member, domestic partner, or individual with whom they maintain a close personal relationship.

Employees should neither initiate nor participate, directly or indirectly, in employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest.

Any potential preferential treatment or improper influence should be reported immediately to HR.

F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form I-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) business days of hire the commencement of work for pay. If the employee is unable to produce the required documentation they may present an acceptable receipt showing application for a replacement document. Receipts are valid for up to 90 days from the date of hire, after which the original, valid documentation must be presented. Failure to satisfy Form I-9 requirements within the statutory timeline will result in immediate administrative separation.

Former employees who are rehired must also complete the form if they have not completed an I-9 for the School within the past three years or if their previous I-9 is no longer retained or valid.

G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment pursuant to California Education Code Sections 44830.1 and 45125. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School. The School will cover or reimburse all mandatory criminal background processing and Live Scan fingerprinting costs for employees.

H. Criminal Background Checks

As a condition of employment, all employees are required to submit to a criminal history review through the Department of Justice (DOJ) and Federal Bureau of Investigation (FBI). The review shall include fingerprint submission to the DOJ . The School follows the guidelines of the California Fair Chance Act (California Government Code Section 12952), and will conduct a structured individualized assessment only after a conditional offer of employment has been extended. If the School intends to deny employment based on background check results, it will provide preliminary written notice of adverse action, grant the candidate a minimum five (5) business days to respond or dispute accuracy, and conduct final written evaluation considering the nature of the offense, elapsed time, and evidence of rehabilitation prior to making a final decisionNo person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

In compliance with California Education Code §44939.5
(as amended by California Assembly Bill 2534). As a part of the application process, every School District, County Office of Education, Charter School and State Special School (hereinafter referred to as "Entity" or "Entities") must comply with the

provisions of California Education Code §44939.5. Excel Academy Charter School is an Entity.

The statute, in part, obligates Entities to provide information to each other when an individual has submitted an application for a certificated position in elementary and secondary education. This requires, but is not limited to, making and maintaining mandatory reports of egregious misconduct to the Commission on Teacher Credentialing or other State or Federal agencies. Moreover, applicants must provide to a prospective Entity employer a complete list of every previous Entity with whom the applicant has been employed. The prospective Entity employer shall inquire of each previous Entity employer as to whether the applicant, while employed, was the subject of any credible complaints, of substantiated investigations into, or discipline for egregious misconduct.

In addition, previous Entity employers are required to disclose to an inquiring Entity all relevant information that was reported to the Commission on Teacher Credentialing within its possession.

I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment in accordance with applicable statutory or due process parameters.

J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment dates, positions held, and eligibility for rehire. Release of any additional information will require that the employee execute a written release. Letters of recommendation must be approved by HR to ensure the accuracy and appropriateness of the information being released.

K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing (CTC) certificate, permit, or other commission approved document for the assignment held (“Certificated Employee”) pursuant to California Education Code Section 47605 (l). In addition teachers must possess the proper English Learner (EL)authorization.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal of credentials or certificates, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative TB Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire pursuant to California Education Code Section 49406. A TB test may include an intradermal skin test or an Intergeron-Gamma Release Assay (IGRA), blood test, or a chest x-ray An individual hired from another California School may request their prior school provide proof of the individual's TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new assessment or test must be submitted to HR in order to continue in employment. Asymptomatic pregnant employees with a historical positive skin test may defer a mandatory chest x-ray until post-pregnancy upon providing a formal statement from their medical provider confirming the absence of infectious clinical symptoms.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

https://excelacademy.education/our-board/board-policies

Initial_____

Section III: Standards of Conduct

The School expects all employees to comply with School rules, policies, and regulations as set forth in this handbook. Any employee who fails to do so will be subject to disciplinary action up to and including termination, and the Schools sole discretion.Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment. Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy, which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause subject to applicable statutory due process for Certificated staff.

A. Freedom from Violence/ Workplace Violence Prevention Policy

The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

1. To provide a safe and healthful work environment, in accordance with the School's safety and health policy and California Labor Code Section 6401.9.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with customers, contractors, vendors, former employees, or visitors to school functions who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work related gatherings, meetings and functions pursuant to the California Gin-Free School Zone Act (Penal Code 626.9).
5. To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

The School will not tolerate any type of workplace violence committed by or against its employees. Employees who violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

1. Causing physical injury to another person.
2. Making threatening remarks whether written, verbal, or electronic.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or subjects another person to emotional distress.
4. Possession or threat of using a weapon on the premises and/or at work related events, meetings and gatherings.

The School maintains a Comprehensive Workplace Violence Prevention Plan in compliance with California Labor Code 6401.9, which is incorporated herein by preference. All workplace violence incidents, threats, or concerns must be logged in the School's violence incident log, investigated promptly, and corrected in accordance with our safety procedures.

In furtherance of this policy, employees have a responsibility to report to their supervisors or a HR any representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible consistent with the Schools obligation to investigate and respond under Cal/OSHA standards.. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

1. Every employee is directed to report any suspicious people or activities to the Executive Director or designee:
    a. Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
    b. Persons who make threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like.
2. Employees should immediately notify the Executive Director or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.
3. Finally, those working in the School's office must also ensure that doors are locked and alarms are activated when applicable.

B. Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations may also be prohibited and will result in disciplinary action up to and including termination.

1. Falsifying employment records, employment information, or other School records.
2. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily.
3. Falsifying any time card - Recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's.
4. Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer.
5. Removing or borrowing School property without prior authorization.
6. Unauthorized use or misuse of School equipment, time, materials, or facilities.
7. Provoking a fight or fighting during working hours or on School property.
8. Participating in horseplay or practical jokes on School time or on School premises.
9. Carrying firearms or any other dangerous weapons on School premises at any time pursuant to Penal Code 6269.9.
10. Engaging in criminal conduct whether or not related to job performance.
11. Causing, creating, or participating in a disruption of any kind during working hours on School property.
12. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague.
13. Using abusive, threatening or intimidating language at any time on School premises.
14. Initiating or participating in unlawful gossip,slander of other employees, parents, or students.
15. Failing to notify a supervisor when unable to report to work.
16. Unreported absence of three (3) consecutive scheduled days (Job

Abandonment).

17. Failing to obtain permission to leave work for any reason during normal working hours.
18. Failing to observe working schedules, including rest breaks and meal periods.
19. Sleeping or malingering on the job.
20. Making or accepting personal phone calls, text or email messages during working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances.
21. Working overtime without authorization
22. Violation of dress standards.
23. Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy.
24. Committing a fraudulent act or a breach of trust under any circumstances.
25. Committing or involvement in any act of unlawful harassment, discrimination, or retaliation of another individual.
26. Failing to promptly report work-related injury or illness.
27. Any other action or behavior, which could harm the School's, parents', or students' interest.

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either the employee or the School remains free to terminate the employment relationship at any time, with or without reason or advance notice.

C. Physical Contact with Students and Other Staff Members

It is the policy of the School that no staff member will use corporal punishment against a student in accordance with California Education Code Section 49000. This prohibition includes: spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that the individual not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

1. Sexually motivated physical conduct or touching
2. Angry or violently motivated touching
3. Inappropriate or lengthy embraces

4. Kissing of any kind
5. Corporal punishment
6. Sitting a student on one's lap
7. Touching buttocks, chests or genital areas
8. Pushing a person or another person's body part
9. Showing affection in isolated areas
10. Wrestling with students or other staff members
11. Bench-pressing another person
12. Tickling
13. Piggyback rides
14. Massages
15. Any form of unwanted affection
16. Any form of sexual contact
17. Poking fingers at another person that results in offensive contact
18. Having a student in an employee's vehicle or transporting a student without express written administrative and parental authorization
19. Intentionally being alone with a student in an unobservable environment without line-of-sight
20. Any touching that would lead a reasonable person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the School's Professional Boundaries Policy.

Restraining a child who is trying to engage in violent or inappropriate behavior may be permitted only under limited emergency exception and in compliance with the rules governing behavioral restraints under California Education Code Section 49005 et seq. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances.

It is impossible to define each and every instance when touching is inappropriate. Employees must use professional judgment and discretion related to physical touch.

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

D. Off-duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their job may result in disciplinary action and/or dismissal as allowed by law subject to the protections of California Labor Code Section 96(k).

E. Drug and Alcohol Free Workplace

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination. The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community and students. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Conduct against this policy includes, but is not limited to, the following:

1. Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
2. Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
3. Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
4. Possessing, using, or being under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

Note on Cannabis: Pursuant of California Government Code Section 12954, the School does not discriminate against applicants or employees based on their lawful, off-duty use of cannabis outside of the workplace. However, the School strictly prohibits the use, possession, or impairment of cannabis on school grounds, during work hours, or while performing job duties.

The School will provide information to employees about:

1. The dangers of drug abuse in the workplace;
2. The policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and assistance programs; and
4. The penalties that the School may impose upon them for drug abuse violations occurring in the workplace.

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offense to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

The School will provide reasonable accommodation pursuant to Labor Code Section 1025 et seq to an employee who requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug and Alcohol Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

In order to enforce this policy, the School reserves the right to conduct legal searches of school property and to implement other measures, which are in accordance with law and necessary to deter and detect violation of this policy. As a condition of employment, the employee agrees to abide by the terms of this policy.

The School will abide by all relevant laws, including laws regarding employee disability and reasonable accommodations in implementing this policy.

F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all vaping, electronic cigarettes, and nicotine delivery products pursuant to California Health and Safety Code Section 104420. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If the employee fails to report for work without any notification to their supervisor or to HR, and the absence continues for a period of three consecutive scheduled days, the School will consider it a voluntary resignation due to job abandonments, absent extenuating circumstances acceptable to the School.

Employees with emergencies or situations that do not allow them to do their job, must inform their supervisor or HR within 24 hours. Failure to return phone calls or emails within 24 hours during workdays requires an explanation to the employee's supervisor. Failure to inform a supervisor of an expected absence, failure to return phone calls or emails for three (3) consecutive work days without notice, and missing required deadlines or meetings constitutes abandonment of employment.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

H. Professionalism

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by their interactions with employees. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Employees are encouraged to help make a good impression of the School by:

1. Communicating regularly.
2. Acting competently and dealing with others in a courteous and respectful manner.
3. Communicating pleasantly and respectfully with others at all times.
4. Following up on requests and questions promptly, providing professional replies to inquiries and requests.
5. Responding to email and voicemail within 24 business hours, or within a reasonable period of time depending on the assignment (employees should discuss this with their supervisor).
6. Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (learning period meetings, assessments, school meetings, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The Superintendent or designee may grant an exception.

I. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire with any non-exempt travel time and corrective time handled in accordance with California wage and hour rules.

Violation of the dress code is determined by the Superintendent or designee. The Superintendent or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined

below set the minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.

Inappropriate attire:

- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that is exposes the employee inappropriately,
- Clothing with offensive words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming – Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee's ability to perform the job duties or pose a safety issue. Tattoos that feature graphic violence, profanity, or discriminatory imagery must be covered during work hours. The School complies with all statutory guidelines regarding religious and cultural exemptions from grooming and appearance standards under California law

Exceptions – The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes.

Requests for an exception to the dress code policy for religious beliefs or practices or medical conditions must be addressed to the Superintendent or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

J. Gifts to Employees

It is the policy of the School that no employee may accept any gift from an outside party, client, contractor, vendor, community provider, business associate, parent or

student that is of such nature that it could affect their impartiality with regard to decisions or actions affecting school operations. Gifts with a value of less than $50 are excluded from this policy subject to tracking and aggregate annual caps outlined in the Board's Conflict of Interstate Code and Fair Political Practices Commission (FPPC guidelines.

K. Fee and Cash Collection

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks. All school events, for which money is collected, must be approved by the Executive Director or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the Executive Director or designee. Employees must obtain approval from the Executive Director prior to soliciting staff for donations or financial support for any outside event/activity.

L. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the Executive Director, Superintendent or designee. All employees who are issued keys to the office are responsible for their safekeeping and will sign for receipt of such key.

Initial_____

Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices.

A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.

B. Employee Status

Employees may include exempt, non-exempt, regular full-time, regular part-time, and seasonal persons employed with the School who are subject to the control and direction of the School in the performance of their duties.

- Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and California Wage Orders and who are exempt from overtime pay requirements and mandatory meal and rest break rules.
- Non-exempt: Employees whose positions do not meet FLSA and California state statutory criteria and who are paid overtime premium pay in accordance with California law (one and one-half times their regular rate of pay for all hours worked over eight (8) in a workday or 40 in a work week employees are also subject to meal period and rest break regulations.
- Regular full-time: Employees who are regularly scheduled to work 30 or more hours per week. Generally, full-time employees are eligible for the School benefit package, subject to the terms, conditions, and limitations of each benefit program. Full-time status will be evaluated on a monthly basis.
    - A full time TOR is expected to work eight (8) hours per day, for 188 scheduled work days, for a minimum of 1504 hours per year, as specified in the individual employment contract

Employee Status	Exempt Certificated and Classified (FTE)	Non-Exempt Classified (Hours per Week)
Regular Full Time	.75+ FTE	30+ hours
Regular Part Time	.50 - .74 FTE	20-29 hours
Non-Regular	.49 FTE or less	19 hours or less

Student Counts

The teacher may indicate their desired student count with the School as a request; however, the needs of the School will determine the number of students assigned to the teacher.

C. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee's job responsibilities and tasks are subject to change and update during employment as stated in the job description On occasion, the employee may be asked to work on projects, or to help with other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

D. Nonexempt Employees

1. Work Schedules

Business hours of school sites and offices (if any) shall be established by the Superintendent or designee. The Superintendent or designee will assign the staff's individual work schedule to ensure staffing throughout the workday. Employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work.

For the purposes of pay and leave accrual calculations, full-time for full-year, non-exempt personnel is based on a standard 2080 hour baseline, or the explicit

annual hours defined by their specific tracking calendar Work schedule exchanges will be reviewed on a case by case basis as long as the exchange does not interfere with normal operations or result in excessive overtime. Exchanging work schedules with other employees may be authorized by the supervisor or their designee when necessary.

2. Rest Breaks and Meal Periods

a. Rest Breaks

Rest breaks are on the clock and duty-free. Employees are expected to return to work promptly at the end of any rest breaks.

b. Number of Rest Breaks

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

c. Timing of Rest Breaks

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period insofar as practicable.

d. Meal Period

All nonexempt employees will be provided with an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

If the total work period for the day is more than five (5) hours per day, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR via a sign. Written mutual meal period waiver agreement. Any such waiver must be requested and approved with HR and supervisor in advance.

e. Timing of Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is 4 hours and 59 minutes into the shift).

f. Second Meal Period

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR via a signed, written second meal period waiver agreement. Any such waiver must be requested and approved with HR and supervisor in advance.

g. Timing of Second Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

h. Recording Meal Periods

The employee must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Work time must be accurately reported on the time record.

i. Missed Rest Breaks and Meal Periods

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to them, the employee may be eligible for a missed rest break or meal period remedy and

should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to HR and document the reason for the missed rest break and meal period.

Please also refer to the School's Timekeeping Policy.

Note: In the event that operational requirements prevent an employee from beginning their meal period before the start of the fifth hour or if a duty-free rest break is not permitted, the School will pay equal to one (1) additional hour of pay at the employee's regular rate of compensation for each workday that a violation occurs (up to one premium for a missed meal period and one premium for a missed rest period per day..

Reporting responsibility: Employees who miss or have a delayed meal period are required to complete and submit the *Meal Period Violation Acknowledgement & Premium Payment Record* to their supervisor and form must be submitted to the Payroll department to ensure accurate payroll processing before the end of the pay period.

3. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record at the start and at the end of each work period, including before and after the meal period in the payroll system. Altering this procedure in any way is not permissible and is subject to disciplinary action. Electronic timecards in the payroll system are to be approved by the employee and the supervisor prior to each payroll. Any errors on the timecard should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next work day except in the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their work day.

4. Pay for Mandatory Meetings/Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture

is directly related to the job and is outside of the regular schedule. Unless otherwise noted, training and meetings are included as part of an exempt employee's regular pay.

5. Overtime

All overtime work must be requested in advance by the employee and authorized by the supervisor prior to the time to be worked. Nonexempt classified employees may be directed to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal laws. All hours worked in excess of eight (8) hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 am and ends on Sunday at midnight.

Compensation for time in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

E. Exempt Employees

Define work schedule, rest breaks and meal periods, time keeping, overtime, etc. same as nonexempt employees as above on section D

1. Definition of Exempt Status

Employees classified as "Exempt" are excluded from the overtime pay and meal/rest break provisions of the California Labor Code and the Fair Labor Standards Act (FLSA). At the School, an employee is only classified as exempt if their specific job duties and salary meet the strict requirements defined by California law.

2. Salary Basis Requirements

To maintain exempt status, California law requires that employees be paid a predetermined salary that cannot be reduced because of variations in the quality or quantity of work performed.

- Administrative & Executive Exemptions: In 2026, these employees must earn a minimum annual salary of at least $70,304 (twice the state minimum wage).
- Teacher Exemption (Private Schools): Per California Labor Code § 515.8, exempt teachers at a charter school or public academy must earn the greater of:

1. 100% of the lowest salary offered by any California school district to a credentialed teacher; OR
2. 70% of the lowest salary offered by the school district or county office of education in which the school is located.

3. Professional Duties

Exempt employees are expected to regularly exercise discretion and independent judgment in the performance of their duties. For teachers, this includes the primary duty of imparting knowledge and instructing students. For administrators, this involves the management of school operations or general business policies.

4. Absence & Salary Deductions

Because exempt employees are paid for the "value" of their work rather than the hours clocked, their salary will not be docked for partial-day absences. However, the School may make deductions from an exempt employee's salary strictly in accordance with California Division of Labor Standards Enforcement (DLSE) guidelines, including:

- Full-day absences for personal reasons other than sickness or disability when no accrued paid time off is available.
- Full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy, or practice of providing compensation for loss of salary occasioned by such sickness or disability and the employee has completely exhausted their paid leave bank.
- To offset amounts received by an employee as jury fees, witness fees, or military pay.
- Unpaid disciplinary suspensions of one or more full days imposed in good faith for violations of major safety rules or written policies governing workplace conduct, to the extent permitted under start law

Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

5. Reporting Time

While exempt employees do not track hours for overtime purposes, the School may require the recording of time for purposes of tracking Leaves of Absence, Paid Seniority/Sick Leave, or for project-based accounting.

F. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School.The employee may return the overpayment via check, money order, or through a voluntary, signed written wage deduction agreement specifically a legally compliant repayment schedule. The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment. Should an employee resign prior to completing the repayment, the remaining balance due may be recovered via legally permissible collection mechanism; the School will not execute unilateral final paycheck deductions without the prior written authorization or an explicit contractual offset agreement A repayment plan may be offered to a terminated employee not to exceed three (3) months in duration.

G. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees semi-annually and annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Performance review and goal setting sessions may or may not have a direct effect on any changes in salary compensation. For this reason, among others, it is important to prepare for these reviews carefully, and participate in them fully.

Additional details on employee evaluations will be provided by Human Resources upon hire.

H. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no

entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of School property, trespassing, the use of School equipment without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law including the National Labor Act (NLRA) and the California Education Employment Relations Act (EERA).

I. Procedure for Disciplinary Action

The corrective action process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with School policies and procedures and/or other disciplinary problems.

Corrective actions may be taken at the discretion of management and include any of the following:

1. Verbal counseling, which may be confirmed in writing by the supervisor
2. Written warning, which will be placed in the personnel file
3. Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from the organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid subject to exempt salary basis limitations for exempt personnel. If the employee is suspended, it will be documented in the personnel file.
4. Discharge, which will be documented in the personnel file.

The corrective action process will not always commence with verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the intent and motivation to change the performance, and the environment in which the offense took place. As a reminder, employment remains at-will before, during, and after a disciplinary action.

J. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the decision to end the at-will employment agreement.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Employees are not to recruit students from the School to a new place of employment.

All wages owed must be paid immediately on the final day of work for an involuntary termination (discharge or layoff). For voluntary resignations, final wages must be paid within 72 hours of the final shift, unless the employee gave at ;east 72 hours' advance notice of their resignation, in which case final wages must be paid on their last day of work, pursuant to California Labor Code Sections 201 and 202.

K. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law pursuant to California Labor Code Section 1198.5. The contents of personnel records will be available for inspection to the current or former employee, or their

representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, if the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, the agreed-upon date shallnot exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's receipt of the written request. Written requests for earning statement records must be produced no later than (21) calendar days after the request pursuant to Labor Code Sections 226(c).

The employee may add comments to any disputed item in the file. Only HR, the Superintendent or designee is authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required.

The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

L. Destruction of Personal Information Records

In the course of the employee’s duties at the School, they may encounter records which contain personal information (i.e., a person’s name and Social Security Number, driver’s license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual’s financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access pursuant to the California Consumer Privacy Act (CCPS) as applicable to employment records and Civil Code Section 1798.81. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in

disciplinary action up to and including termination.

M. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to federal and state required notices, school-related information will also be available in these locations. All employees are encouraged to look at the bulletin board regularly and to read all of the information displayed in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

N. Outside Employment

This policy is not intended to prohibit an employee from working an appropriate second job. Employees are permitted to engage in outside employment provided that such activity does not create a conflict of interest, interfere with their performance expectations, or involve the use of Schools equipment, time, or proprietary resources.

1. Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for students, families, or vendorson non-working time that are normally performed by the School or that created a conflict of Interest under Government Code Section 1090 or California Education Code provisions.. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.

2. Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work scheduled hours. If employees non-exempt schedule requires mandatory overtime under a valid operational assignment, outside employment will not excuse a failure to reportIf outside work activity causes or contributes to job-related problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.

3. In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not

engage in outside employment that:

A. involves working for a competing or similar model School where such employment compromises proprietary methods, constitutes a clear conflict of interest, or violates public agency ethics laws;
B. occurs during work hours without the use of appropriate leave;
C. actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
D. involves working for an organization that does business with the School, such as contractors, community providers, suppliers and stakeholders;
E. Violates specific conflict-of-interest rules, Board policy, or California Education Code restrictions

6. Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment to the extent permitted under California Labor Code Section 96 (K). Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless otherwise approved.

O. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on pursuant to California Labor Code Section 1102.5 and California Education Code Section 44110 et seq.and to address written or oral complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

1. Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;
2. Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
3. Identifying potential violations of School policy, specifically the policies

contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

1. Make, adopt, or enforce any rule, regulation, or policy preventing an employee from being a whistleblower;
2. Retaliate against an employee who is a whistleblower or an employee who is perceived to be a whistleblower;
3. Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
4. Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

P. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

1. The complainant will bring the matter to the attention of the Human Resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and

2. The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The Human Resources manager or designee will then investigate the facts and provide a solution or explanation.

3. If the complaint is about the Human Resources manager, Superintendent, or Executive Director, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board and may conduct a fact-finding investigation or authorize a third party

investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequences to employment.

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but because the School must conduct a thorough, fair and objective investigation in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.

3. Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Q. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures (UCP) pursuant to California Code of Regulations, Title 5, Sections 4600-4687 that may be used to allege a violation of federal or state laws governing certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

R. Arbitration Agreement

The School utilizes a standalone, mutual Bilateral Dispute Resolution and Arbitration Agreement to resolve specific employment-related legal claims. If executed by both parties upon hire, that separate agreement governs the arbitration of statutory, contract, and tort claims between the employee and the School, separate and apart from this informational handbook.

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee's recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the

School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- Claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;
- Claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;
- Claims for employment discrimination, retaliation or harassment;
- Claims for violation of local, state or federal wage and hour laws, such as non-payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee's recruitment to or employment with the School or the termination thereof, except as set forth below.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement:

1. Claims for workers' compensation benefits, state or federal disability benefits or state unemployment benefits;
2. Administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission ("EEOC"), the California Civil Rights Department (CRD), the California Labor Commissioner / Division of Labor Standards Enforcement (DLSE),or the National Labor Relations Board ("NLRB");
3. Any claims that, as a matter of law, cannot legally be subject to arbitration including sexual harassment or sexual assault disputes to the extent prohibited under the federal Ending Forced Arbitration of Sexual Assault and Sexual Harassment Act;
4. Claims under an employee benefit or pension plan that specifies a different arbitration procedure;
5. Litigation pending in a state or federal court as of the date Employee signs this Agreement; or
6. Claims brought pursuant to the California Labor Code Private Attorneys General Act (PAGA) of 2004 subject to the parsing of individual versus non-individual PAGA claims under current case law rulings.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association ("AAA"), which can be viewed at http://www.adr.org/employment. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in adequate pre-hearing discovery to obtain information to prosecute or defend the asserted claims in accordance with California law and the standards set forth in Armendariz v. Foundation Health Psychare Service, Inc.. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the essential findings and conclusions on which the award is based. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator's award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules

specified above, this Agreement shall control, provided it complies with applicable California law.

Notwithstanding the foregoing, and regardless of what is provided by AAA's rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

Costs of Arbitration

The School and employee agree that the School will bear the arbitrator's fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys' fees and costs incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys' fees and costs as required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.

Severability

The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.

Complete Agreement

The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and

agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.

Knowing and Voluntary Agreement

The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee's employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.

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Section V: Operational Considerations

A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used primarily for business and educational purposes, subject to the incidental personal use exceptions outlined below. The School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. Employees have no expectation of privacy in their use of School proprietary systems, or electronic communications.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used in accordance with School policy, and all data generated therein remains the sole property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the Superintendent or designee before any School property may be removed from the School premises, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school site should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed within a reasonable timeframe, not to exceed thirty (30) calendar days following a written notification to the former employee

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than the employee's final day of active work (or within 72 hours if voluntary registration occurs without notice), and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination.Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used in accordance with the professional boundaries defined by School policy.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School. Nothing in this section restricts employees from utilizing electronic media to engage in protected concerted activities regarding their working conditions to the extent permitted by law.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by school administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, published on behalf of the institution in an official capacity must be authorized by the Superintendent.

Questions about access to electronic communications or issues relating to security should be addressed to the Superintendent or designee.

C. Social Media

Social media can serve as a powerful tool to enhance communication.. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIKIs, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time off School premises, provided such use complies with applicable data privacy laws and professional boundaries. However, use of social media for personal use during School schedules instructional or work time or on School equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the

School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities, employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content. This provision does not prohibit employees from engaging in legally protected commentary regarding their wage, hours, or working conditions.

Employees must make clear when posting personal opinions or matters related to the School that any views expressed are the employees alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the Superintendent or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws such as the Family Educational Rights and Privacy Act (FERPA) and the California Education Code . Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting , colleagues picture on a social network Posting student photos or identifiable data requires strict compliance with the School's FERPA policy and written parental consent forms maintained by the Administration publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events and to use non-identifying pseudonyms for an individual (e.g., teacher, students,

parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans where such postings compromise the safety, physical security, or emergency response protocols for the school facility.. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act (NLRA) or the California Educational Relations Act (EERA).].

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any Internet information is ultimately accessible to the world.

Social Interaction With Students. Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

Contacting Students Off-Hours. Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to a minimum and be strictly for the purpose of academic support or to relay general information to all students utilizing approved School communications

application/platforms and keeping administrative workflows transparent.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

School Logo. The use of the School logo(s) on a social media site or elsewhere must be approved by the Superintendent or designee.

The School expects all who participate in social media to understand and follow these guidelines.

D. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

1. Ability to transmit passion for learning to students and families.
2. Flexibility and adaptability.
3. Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
4. Conflict resolution skills.
5. Openness to differing views and objectives.
6. Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
7. Serve the student and parent's needs to the best of their ability

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by the employees; employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Below are several things employees can do to help leave people with a good impression of the School. These are the building blocks for continued success.

1. Communicate regularly.
2. Act competently and deal with others in a courteous and respectful manner.
3. Communicate pleasantly and respectfully with other employees at all times.
4. Follow up on requests and questions promptly, provide businesslike replies to

inquiries and requests, and perform all duties in an orderly manner.
5. Respond to email and voicemail within 24 hours during the workweek.
6. Take great pride in their work and enjoy doing their very best.
7. Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

Employees should not speak to the media on the School's behalf without contacting the School's Superintendent or designee. All media inquiries should be directed to the Superintendent or designee.

E. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Distribution of literature may be restricted in active working areas but cannot be entirely banned in non-work common spaces during non-work timesEmployees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is prohibited at all times on School property inside non-public zones of the campus and or facility.

F. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office or transition to remote instruction status will be made by the Superintendent or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees unless otherwise mandated by state emergency declarations, local collective options, or of frameworks is assigned. Non-Exempt employees must be paid

for any time they were required to remain on standby statues at the direction of the School. However, employees eligible for or paid time off may elect to utilize their available vacation hours in order to remain in paid status. Exempt employees will receive their full salary for any workweek in which the school is closed for emergency, provided they performed any amount of work during that workweek, in accordance with the Fair Labor Standards (FLSA).

Employees are encouraged to listen to local news and radio reports. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks subject to applicable calendar adjustments approved by the Board of Directors.

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Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program pursuant to the California Labor Code Section 6401.7.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. See the School's Safety Plan for more information.

A. Telecommuting

The School may allow employees to telecommute if it benefits the interests of the School. A written proposal for such arrangements must be presented to HR and the supervisor for review and approval. Employees who telecommute may be required to attend in-person meetings at the office or other designated locations.

Telecommuting does not change the employee's work location and employees are still responsible for all costs associated with travel to and from the office as part of their reasonable commute, when they are required to report to their work location.

Employees are encouraged to speak with a tax professional as to any tax benefits or deductions for utilizing a home office. Employees are responsible for any tax liability should they claim such an expense and it is later disallowed by the Internal Revenue Service.

Employees who telecommute must maintain the security of all confidential and/or sensitive information and other proprietary information, as if they were working in the office. All security procedures apply, regardless of whether the employee is in the workplace or telecommuting. Certain confidential documents or information will not be taken home without authorization from the Superintendent and the hiring supervisor

Employees who telecommute are responsible for following all safety rules. Telecommuters will develop a written agreement with the Superintendent or designee concerning the type and amount of work the telecommuter will be expected to perform. The ability to telecommute does not change the level of performance expected from an employee. Nonexempt employees will track their time in the system and report work accomplished at a frequency agreed upon with the supervisor. Exempt employees must complete the duties as outlined in their job description and assigned

by their supervisor.

Employees who are subject to overtime laws are required to adhere to their beginning and ending work times, rest break, and meal periods. Non-Exempt telecommunicating employees are required to take uninterrupted, duty-free rest breaks and meal periods in strict accordance with California law and School policy. Telecommuting employees must continue to maintain required time records. Work time must be recorded on the employee's time card. The School will reimburse telecommuting employees for all reasonable and necessary business expenses incurred as a direct consequence of working for hom, including a proportional share of internet and telephone costs (if applicable) in compliance with California Labor Code Section 2802.

The School retains the right to require a reapproval process and/or rescind any telecommuting agreement at any time and to require any telecommuter to report to the office or work location to work.

Violation of any telecommuting policies may result in the immediate termination of any telecommuting agreement. For additional information, please review the Remote Work Policy and contact Human Resources.

B. Student Safety

The effective employee is concerned for the welfare of students and takes measures to ensure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

1. Never leave students unsupervised and ensure that another responsible adult is present when leaving students.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct in adherence with Board policies and California Education Code provisions.
3. Report any unsafe conditions to the supervisor so that it may be corrected.
4. Strictly adhere to all stated policy of the district and of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

C. Employee Safety

The School is committed to providing the resources necessary to develop, implement,

and administer a safety program for the protection of its employees. All administrative personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, Superintendent, or HR. When reporting the injury, an employee should advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form (DWC-1) must be completed in all cases in which an injury requiring medical attention has occurred and provided the employee within 24 hours of the School learning of the injury. The employer will immediately notifyCal/OSHA by telephone or online portal within eight (8) hours in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization, amputation, disfigurement or fatality as per CalOSHA guidelines.

D. Transporting Students

Employees are not permitted to transport students in their personal vehicles. In the event a student needs transportation for a school-related purpose, the School will arrange for transportation in coordination with the parent or guardian utilizing approved commercial or institutional transport service vendors..

E. Employee Driving Policy

The School must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties (“Driving Employees”) meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver’s license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School’s policy is grounds for discipline up to and including termination.

Driver’s License and Insurance Coverage

In order to operate a personal vehicle when used to perform The School's business, Driving Employees must have a valid driver's license and automobile insurance meeting the minimum standards established by law at all times. Evidence of the Driving Employee's driver's license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver's license and automobile insurance certificate whenever it expires or upon request. The Executive Director or designee must be notified immediately if the Driving Employee no longer has a valid driver's license or insurance certificate. Any Driving Employee whose driver's license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be terminated or placed on inactive/unpaid status until the issue is remedied.

Notification of Traffic Violations Resulting in Criminal Convictions

The School utilizes the California DMV Employer Pull Notice (EPN) program to monitor driving records for Driving Employees. Employees must report any traffic convictions, or administrative drivers license suspension or relocations, to Human Resources immediately Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

Use of Electronic Devices While Operating a Vehicle

The School recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle.

Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

Revocation of Driving Privilege

1. The Human Resources Director, or designee will monitor the subsequent DMV reports via the EPN systemAny Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will be evaluated through the interactive process, or subject to reassignment or disciplinary action up to and including termination if driving is an in-accommodable essential function to the position.
2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on Schoolbusiness will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the approval of the Executive

Director or designee, the employee will be reimbursed for all actual, reasonable, and necessary travel expenses incurred on behalf of the School, including business mileage at the standard IRS rate or actual transit fares, in accordance with Labor Code Section 2802. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable unless such alternative travel is expressly pre-authorized by administration as a necessary business expense.

Nothing in this policy is intended to replace the employer's responsibility to engage in the interactive process with an employee who has requested accommodation due to an illness, injury, or disability. The HR manager or designee will ensure compliance in all matters pertaining to this policy.

F. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties; meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home Employee may utilize available paid sick leave or accrued paid time off in accordance with state laws and School leave policies. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control and Prevention (CDC) and local public health departments:

1. Stay home when sick. An employee should follow current local public health and Cal/OSHA isolation and return-to-work guidelines reading fevers and systems improvement.Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
2. Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.
3. Avoid touching eyes, nose, or mouth.
4. Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.

5. Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.

Supervisors will encourage employees to utilize paid sick and vacation if available to cover absences due to contagious temporary illnesses. Please contact HR regarding any questions about the possible contagious nature of any illness in the workplace.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease including the Confidentiality of Medical Information Act (CMIA) and Americans with Disabilities Act (ADA) confidentiality rules.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan including utilizing employees in essential operation positions; implementing controls and scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

G. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed pursuant to California Penal Code Section 18170. The petitioner may be an immediate family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or postsecondary school who has substantial regular interactions with the subject, in accordance with state and statutory filings requirements. A copy of any temporary or permanent restraining order is to be submitted to human resources to ensure facility security and implementation of safety protocols.

Initial_____

Section VII: Employee Wages and Benefits

A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job duties, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy, and may be adjusted upward as changes occur; however, wages for existing employees will not be reduced below the legally mandated state or local minimum wage or applicable exempt salary thresholds.

Initial step placement will be based on related prior experience. The Executive Director is given authority to offer a higher entry step placement in areas of shortage such as math, science, or special education in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School's budget solvency, successful employee performance, and any other relevant factors.

The employee's performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in compensation.

B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage issued in accordance with California Labor Code Section 2802 to ensure full reimbursement of business expense. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee's pay periods or issued at the time the services are rendered. All stipends will be reviewed annually.

C. Paydays

All salaried exempt employees are paid on the 26th of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior workday of operation.

Hourly and nonexempt employees are paid on the 10th and 26th of each month. Hours worked from the 16th through the last day of each month will be paid on or before the 10th of the following month. Hours worked from the 1st through the 15th of the month will be paid on or before the 26th of the current month. For more information on pay periods, please contact HR.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained from Direct Deposit is entirely voluntary under California law. Pending activation, employees will receive a physical check on their scheduled payday.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible in accordance with applicable legal requirements

D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance (SDI) and California Paid Family Leave (PFL) contributions from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. For credentialed employees contributions will be deducted and remitted to the California State Retirement System (CalSTRS). The CalSTRS is a special trust

fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further information regarding CalSTRS accounts can be found at www.CalSTRS.com.

6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under the "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. If any deduction is unclear, contact HR.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms. The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or question about their paycheck.

E. Wage Attachments and Garnishments

When an employee's wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. The School will, however, honor the Federal Consumer Credit Protection Act and the California Enforcement of Judgments Law, which places restrictions on the total amount that may be garnished from an employee's paycheck.

F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total employee compensation. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example). Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (*FTE*)	Non-Exempt (*Hours per Week*)	*Eligible employees will have the option to choose to enroll in benefits or elect a cash in lieu stipend with proof of alternate coverage.*	
		*Tiered Benefit Stipends (*for Health, Dental, and/or Vision*)	*Cash In Lieu of Benefits
.75+ FTE	30+ hours	$1,300/month Employee only $1,400/month Employee + spouse $1,400/month Employee + child(ren) $1,500/month Employee + family	$200/month

.50 - .74 FTE	20-29 hours	$780/month	$100/month
.49 FTE or less	19 hours or less	Not eligible	Not eligible

2. Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

3. Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. Questions about this information should be directed to HR.

4. Cash in Lieu of Health Benefits

Eligible employees may opt out of health benefits provided by the School and elect to receive a "Cash in Lieu" (CIL) option. CIL is dependent upon employment status and full time equivalent, included but not limited to hours worked or number of students assigned per pay period. Please refer to the employment agreement for more information.

In order to be eligible for cash in lieu of health benefits, an employee must provide proof of enrollment in a qualifying group health plan, including their name and the effective date of coverage, on their spouse or parent's employer sponsored plan, State Medicaid, Medicare, or VA Benefits. Proof of enrollment must be provided at the time of benefit enrollment for new hires or during the open enrollment period in order for the cash in lieu of benefits to be paid. Individual Family Plans (IFP) and Covered California coverage plans are not eligible for cash in lieu of benefits pursuant to

Affordable Care Act 9ACA) market reform regulations. All eligible employees will automatically be enrolled in the employer provided life insurance plan. Payment of the appropriate CIL amount will occur on each pay period of the current school year. If the employee enrolls in partial benefits (example: vision only) with the School, the employee won't qualify for "Cash in Lieu" (CIL) option.

If the employee should enroll part way through the plan year due to a Qualifying Life Event (QLE), or if hired after the start date for the position, the annual CIL will be adjusted at the next pay period.

5. Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

6. Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan.

For more complete information regarding any of the benefit programs, please contact HR.

7. COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) and the California Continuation Benefit Support Act (Cal-COBRA) gives employee and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours, leave of absence, divorce or legal separation, and a dependent child no longer meets eligibility requirements.

Under Cal- COBRA, the employee or beneficiary pays the full cost of the coverage at

the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee's rights and obligations.

8. Look-back Measurement Method – Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 30hours per week, the School will use a look-back measurement method to determine benefit eligibility status in accordance with the Affordable Care Act (ACA) Full-Time Employees mandates.

This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of time (12 months) to determine if the employee averaged at least 30 hours per week or 130 service hours per month during that period. The initial measurement period begins on the first day of the calendar month following a one month probationary period.

A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 30 hours per week on average during the measurement period.

After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

G. Retirement Plan Offerings

The School is committed to providing retirement benefits to the employees. Plan details may be obtained through HR.

403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

<u>Employer Contributions:</u>

The employer contribution towards a deferred benefit plan is based on an eligible employee's active contribution to a 403(b) or 457(b) account. Eligible employees must open a 403(b) or 457(b) account in order to receive the employer contribution. The employer contribution will be made to the employee's 403(b) or 457(b) account in an amount not to exceed a matching contribution up to 7% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions. Seasonal

employees are not eligible for employer contributions.

Classified Employees: To be eligible for an employer contribution, a classified employee must work at least 20 hours/week.

Certificated Employees: To be eligible for an employer contribution, a certificated employee must serve a minimum number of students, work at least 20 hours/week, or have an assignment at least 0.5 FTE.

Certificated staff participating in CalSTRS are not eligible for an employer contribution to a 403(b) or 457(b) plan.

California State Teachers Retirement System (CalSTRS)

The School may offer a defined benefit plan through CalSTRS. Eligible credentialed employees employed at a CalSTRS school will be mandatorily enrolled in CalSTRS, and have employer and employee contributions submitted to CalSTRS on a monthly basis. Benefit information on this program is available at the CalSTRS website at www.calstrs.com.

H. Expense Reimbursement Process

1. Supplies

Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval in compliance with California Labor Code Section 2802. Employees receiving a stipend for supplies may not exceed the stipend amount for discretionary items. If an employee must purchase necessary operational supplies to perform their core duties, these expenditures must be fully reimbursed by the School irrespective of initial stipend caps. Pre-approval by a supervisor is required in the event the employee wishes to purchase an item that exceeds the amount of the stipend.

2. Travel

The School will only reimburse actual and necessary expenditures for staff. Attendees shall be held accountable for good judgment regarding expenditure of tax dollars. All expenditures must have scanned copies of itemized original receipts, regardless of the amount. The School shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an

automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement. In addition to those items listed below, associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses.

Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned copies of original itemized receipts are required for reimbursement.

3. Mileage

The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. Employees must include verification of miles driven either using a platform adopted by the School, or by attaching a Mapquest/Google map or the like, with the request for reimbursement.

In our best efforts to retain staff and service students while combating variables in student enrollment; service regions will be reiterated in our Mileage Policy and duties as assigned to the Teacher of Record. This may include the necessity to travel up to 50 miles one way to service students on their classroom roster. While we will try our very best to place students mindfully with teachers in their local communities and areas we do not always have precognition of annual enrollment areas. It is our goal first and foremost to provide consistency and stability to our students and staff, followed by our intrinsic desire to service all students interested in our program while continuing to provide longevity to our staff that may no longer be residing in heavily populated enrollment regions.

4. Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. Please see the Travel Manual for additional details.

5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training. Please see the Travel Manual for additional details.

The reimbursement rates are:

$25 for breakfast, $35 for lunch, $45 for dinner plus service gratuity maximum of 18%. The total amount reimbursed for meals per day will not exceed $105. Alcohol is not

reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report. Please see the Travel Manual for additional details.

6. Postage

Employees will be reimbursed for any postage related expense requested by the School. Employees must get pre approval from a supervisor for shipping expenses and must discuss the best shipping method with the supervisor.

For employees who receive a monthly supply stipend, only the portion of the expense that exceeds the stipend will be reimbursed subject to the operational necessity provisions of Labor Code Section 2802.

7. Procedure for Expensing

Employees must have pre-approval prior to making any purchases that will warrant reimbursement. Approval may be obtained by sending an email to the Superintendent or Executive Director with a short description of what will be purchased.

Expense reimbursements must be submitted within thirty (30) days of the charge. Expense reports submitted after this time may not be reimbursed within the current cycle and/or may be delayed and processed in the next cycle. Please see the Travel Manual for additional details.

Initial_____

Section VIII: Leaves, Vacation, and Holidays

A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment. The employee must work at least 30 days before taking any available accrued sick leave.

B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventative care or diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent including a "designated person" identified by the employee for caregiving leave, as permitted under California law . Sick leave may also be used when an employee needs to manage matters surroundings domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closed due to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Documentation requests will be processed informally and in a manner that does not interfere with protected statutory sick leave entitlements.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use sick leave in two-hour minimum increments, which will be deducted from the employee's accrual balance. Employees are not required to find a replacement for their work while taking protected sick time. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Any unused sick hours will roll over from year to year. Sick leave hours will not be advanced to an employee ahead of the earned accrual rate. Accrued, but unused sick days are not paid out by the School at the time of separation. https://www.calstrs.com/files/1f25c58f6/AB2134-amended-040824.pdf

FollowingCalifornia statutory rules, a terminated employee can request at any time to the School to provide a sick transfer form to indicate the remaining sick hours (indicated in days) to the subsequent charter school, district or any other entity that accepts sick transfer leave.

Upon hire, if a new employee has sick hours available from a previous employer, they must request the sick transfer leave request upon the hiring process. If the employee did not perform this task and requests at the end of employment with the School, the

School will only honor the hours indicated on the system that the employee accrued while working at the School.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted in strict adherence with the Fair Labor Standards Act salary basis rules.

1. Paid Sick Leave - Full Time Employees

The School provides sick pay for full-time employees who regularly work a minimum of 30 hours per week. All full-time classified, non-teaching certificated and special education certificated employees accrue one (1) sick day per month in paid status. Nonexempt employees are paid semi-monthly, and will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 40hours by the 120th day of employment and subsequent accrual years in accordance with State law.

Certificated Sick Accrual *Full Time Certificated Employees*					
Sick Leave	Student Count or FTE	Hours Worked Per Week	Non-Exempt : Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0 FTE	30+ hours	4	8	8

Classified Sick Accrual *Full Time Classified Employees*					
Sick Leave	FTE	Hours Worked Per Week	Non-Exempt : Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0	30+ hours	4	8	8

2. Paid Sick Leave – Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time, per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 40 hours (5 days)of paid sick leave in a 12-month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 40 hours (5 days)of paid sick leave in a year. Sick leave accrual will and usage annual caps are aligned with California's expanded statutory baselines, with total structural cap set at a minimum of 80 hours (10 days), in compliance with both state and city ordinances.

Sick Accrual *Part Time, Per Diem, Seasonal, and Temporary Employees*					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt : Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 1	.50 - .74	20-29	3	6	6
CA SL	.49 or less	19 or less	2	-	4

C. California State Benefits

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

Employees must notify HR of their plan to take leave and the reason for taking leave according to the School's policy. HR is available to assist employees with applying for

State Disability benefits through the Employment Development Department (EDD). Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, FMLA, or CFRA leave for their own serious health conditions.

PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence unless their leave concurrently qualifies under separate protected leave status, such as the California Family Rights Act (CFRA)..

D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification, and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent leave or a reduced work schedule may be taken.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “17 1/3 weeks” means the number of days the employee would normally

work within that period. For example, a full-time employee who works a standard five-day workweek is entitled to up to 88 working days of leave based on an average of 22 working days per month over a four- month period.

PDL will run concurrently with other applicable leaves, such as FMLA leave to the extent permitted by federal law. However, PDL does not run concurrently with the California Family Rights Act (CFRA); eligible employees may take up to 4 months of PD; followed by up to 12 weeks of CFRA baby-bonding leave. The 12- month look-back period will apply to all leaves granted concurrently.

1. Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

2. Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Under California law, the School is required to mainatin and pay for group health insurance coverage for an employee wrapped into an approved PDL for the entire duration of the leave (up to a maximum of four months or 17 ⅓ weeks), reguardless of whatehr the employee is eligible for or sun FMLA leave concurrently. Paid coverage will be maintained on the same terms and conditions as if the employee had continued to work continuously.. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave for reasons other than a continuing medical condition or another leave status protected by law.

3. Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical

certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in a delay or denial of the continuation of the leave.

4. Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR.

The employee should provide at least thirty (30) days notice or as much notice as is practicable, if the need for the leave is foreseeable.

Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations subject to the approval of the employee's health care provider.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

5. Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless the position has been eliminated due to business necessity, such as a mass layoff, completely unrelated to the employee leave of absence A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

6. Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission if such activity directly conflicts with their medical restrictions or regular duties at the School. An employee who accepts such employment may be subject to disciplinary action up to and including termination

7. Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human Resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, the School will provide access to a sink with running water and a refrigerator or other cooling device for storing breast milk as well as an electrical outlet, in compliance with California Labor Code Section 1031.

The lactation break shall, if possible, run concurrently with any rest break or meal period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the normal rest break and meal period is to be off the clock but protected from retaliation. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break are not provided when requested, please contact human resources.

E. Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

The School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA/FMLA or may be taken, the School uses the “rolling" method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave when their leave is for the employee's own serious health condition.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

1) Family Medical Leave Act

Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee must have been employed by the School for at least twelve (12) months,

- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. Each eligible parent is individually entitled to up to 12 workweeks of leave under state guidelines.Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
2. To care for the employee's family member including a spouse,, child, or parent who has a serious health condition or military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Under FMLA, intermittent leave is permitted when medically necessary for a serious health condition.

2) California Family Rights Act

The Fair Employment and Housing Act (FEHA), enforced by the California Civil Rights Department (CRD) , contains family care and medical leave provisions for California employees. CFRA applies to the School as a public educational institution or employer with 5 or more employees

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- The employee has more than 12 months of service with the School.
- The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- The employee is employed at a worksite where there are five (5) or more employees statewide

CFRA leave may be taken for one or more of the following reasons:

1. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
2. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, and sibling or a "designated person" chosen by the employee once per 12 months period who has a serious health condition.
3. For a serious health condition that renders the employee unable to perform their job.
4. For qualifying exigency related to the covered active duty or call to active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces

Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 workweeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, for bonding the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3) Process for Requesting FMLA/CFRA Leave

Leave Procedures

The following procedures shall apply when an employee requests leave:

The employee must contact HR as soon as the need for the leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the

anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within five (5) business days under federal rule, or five (5) business days before the leave starts under state rule. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses Second opinions are explicitly prohibited under CFRA unless the School has deep reasons to doubt the validity of the medical certification. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA leave.

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required under FMLA guidelines; recertifications under CFRA are limited to when the original timeline expires. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

1) Date of commencement of the serious health condition;
2) Probable duration of the condition; and
3) Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job if a fitness for duty certification is uniformly required for similarly situated employees returning from medical leave. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4) Pay and Benefits Under FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 work weeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have "failed to return from leave" if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be

able to remain on benefits for any time taken under approved CFRA leave if they are eligible for that leave for family bonding. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee's own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave in accordance with Calfionra leave integration caps.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA and Cal-COBRA.

5) Reinstatement Upon Return From FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

The School grants a protected leave of absence to all employees who have been employed by the School for at least thirty (30) days, in compliance with California Labor Code Section 1294.5in the event of the death of the employee's current spouse, child, parent, parents-in-law, legal guardian, brother, sister, grandparent, grandchild, and domestic partners. An employee with a death in the family may take up to five (5) scheduled work days off while employees may utilize available paid sick leave, accrued vacation, or take the leave as unpaid. The five days of leave do not need to be consecutive, but must be complied within (3) months of the date of death.

G. Military Leave

Regular full time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act (USERRA) and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay unless otherwise required by state law for specific public or institutional classifications.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

1. Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
2. Between 31-180 days: The service member must submit an application for reemployment within 14 days of release from service.
3. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 business days leave of absence with pay to employees who have been employed for at least 90 days for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 business days per year, for donating an organ.

This leave will be paid by the employer without requiring the depletion of accrued sick leave or vacation balances up to the statutory minimum under Labor Code Section 1510.

A medical note will be required to be submitted. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Jury Duty and Witness Leave

The School encourages employees to serve on jury duty when called. Postponement to non-instructional or off-peak department times is encouraged in order to minimize the impact to the School.

Seasonal and part-time employees will be provided unpaid time off to participate in jury duty. Nonexempt employees will receive full pay while serving up to 5 days of jury leave. Exempt employees called for jury duty will receive full salary for any workweek in which the performed any operational duties for the School, in accordance with the Fair Labor Standards Act; however, exempt employees are expected to arrange their work schedule to minimize the impact on the School and must consult with their supervisor for guidance.

The employee should notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty. Eligible employees may take up to 14 days of leave per calendar year for fire or law enforcement training under California Labor Codes Section 230.0

K. Victims of Domestic Violence Leave

Employees who are victims of a crime or where their family member is a victim of crime are eligible for unpaid leave regardless of whether any person is arrested, prosecuted,

or convicted of committing a crime. A "victim of a crime" is defined as: an individual against whom a 'qualifying act of violence' has been committed.

- A "qualifying act of violence" includes domestic violence, sexual assault and stalking, as well as causing bodily injury or death, exhibiting, drawing, brandishing or using a firearm or other dangerous weapon, or using or making threats of force to cause physical injury or death.

This leave provides time off for employees who are victims of domestic violence, sexual assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid vacation if eligible. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

1. A police report indicating that the employee was a victim of domestic violence or crime.
2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or qualifying crime.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from school and is summoned to the school to discuss the matter, the employee should alert the Superintendent or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any

off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee believes the injury or illness is caused by their job and develops gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;
- Seek medical treatment and follow-up care if required;
- Complete a written claim form (DWC-1) and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the California Fair Employment and Housing Act (FEHA) and the ADA (Americans with Disabilities Act). This includes engaging in a timely, good-faith interactive process to determine effective accommodations.

O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued vacation or paid time off (PTO). Accrued sick leave may only be used for school or childcare emergencies under Labor Code Section 233;
- Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;
- Military spousal leave: This leave provides employees who work an average of 20 or more hours per week up to 10 days of unpaid, protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment during a qualified period of military conflict.
- Employees who have been employed for at least 30 days are eligible to take up to five (5) days of protected leave for a reproductive loss event, including miscarriage, unsuccessful assisted reproduction, failed adoption, failed surrogacy, or stillbirth. Leave must be completed within three (3) months of the event and is limited to a maximum of 20 days within a 12-month period. Employees may utilize accrued sick leave, vacation, or take the leave as unpaid

P. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the Executive Director, Superintendent or designee.

Employees will be allowed with the approval of their supervisor and the Superintendent or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to complete missed work or assignments upon return.All mandatory professional development attendance, including travel time, will be compensated as hours worked for nonexempt employees in accordance with federal and state wage law.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of request will be solely at the discretion of the Executive Director or Superintendent.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day (January 1st)
- Martin Luther King Jr's Birthday
- Presidents' Day
- Memorial Day
- Juneteenth (June 19th)
- Independence Day (July 4th)
- Labor Day
- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)
- New Year’s Eve (December 31st)

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full-time (thirty or more hours per week) classified employee in paid status on the working day immediately preceding or following the holiday. A holiday that falls during a classified employee’s vacation time or sick time (classified and certificated) is paid as a holiday and is not deducted from vacation or sick-leave balances.

R. Vacation (Classified Employees)

The School's vacation policy is intended to provide eligible classified employees with time away from work for relaxation and renewal. In order to be eligible for vacation accrual, an employee must be a full time (thirty or more hours per week) classified as an exempt or nonexempt employee.

Vacation accrual begins on the first day of employment, and employees are eligible for vacation upon successful completion of 30 days of continuous employment. Eligible employees will accrue one day of vacation per month in paid status (e.g. an 8 hour/day 12-month employee will earn 12 days of vacation or 96 hours). Vacation accruals per pay period are displayed in the payroll system and on the employee's pay stubs.

Vacation Accrual *Classified Staff*					
	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Monthly Pay Period	Total Vacation Hours Accrued Per Month
Full Time	.75+	30+	4	8 hours	8 hours
Part Time	.475-.74	20-29	3	6 hours	6 hours
Part Time	.475 or less	19 or less	Not eligible	Not eligible	Not eligible

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. A requested vacation will be approved if the absence does not cause a disruption of service or place an undue burden on fellow employees. All vacation requests must be made in advance of the time to be taken. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Failure to get pre-approval may result in disciplinary action. The supervisor may determine peak times in which vacations may not be approved.

Employees may be required to use their earned vacation hours during school breaks / holidays. Vacation can be used in increments of 1 hour and only used from the employee's available accrual. Vacation hours cannot be advanced ahead of the earned accrual. Accrued and unused vacation hours will roll over from year to year but are capped at one and a half times the annual rate of accrual. Employees will not accrue any additional vacation until their balance has dropped below the annual cap.

Terminated employees (voluntary or involuntary discharge, death, end of employment agreement, etc.) will be paid all accrued and unused vacation in their final paycheck.

S. Work Year Calendars

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

T. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single work day and the make up time must all be taken and used within the same workweek. Employees must submit a signed written makeup time request form for every individual occurrence in advance of working the hours, in accordance with California Labor Code Section 511.5. If an employee requests make-up time and has worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees are not to work more than 40 hours per week, in which case, they will be eligible for overtime.

U. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate

supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

Initial_____

Confirmation of Receipt of Handbook

I have received the School's Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the Schools policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the Superintendent, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Superintendent has the authority to make any such agreement and then only in writing, signed by the Superintendent.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.Nothing in this acknowledgment or handbook is intended to interfere with, restrain, or coerce employees in the exercise of their rights under Section 7 of the National Labor Relations Act or California Public Employment Relations Board rules

_____	_____	_____
Employee's Signature	Employee's Print Name	Date

Coversheet

Adoption of 2026-2027 Local Control and Accountability Plans (LCAP)

Section: VII. Education/Student Services
Item: A. Adoption of 2026-2027 Local Control and Accountability Plans (LCAP)
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Warner_20260602 (2) (1).pdf
2026_Local_Control_and_Accountability_Plan_Excel_Academy_Charter_School_-_Helendale_20260602 FINAL (1).pdf

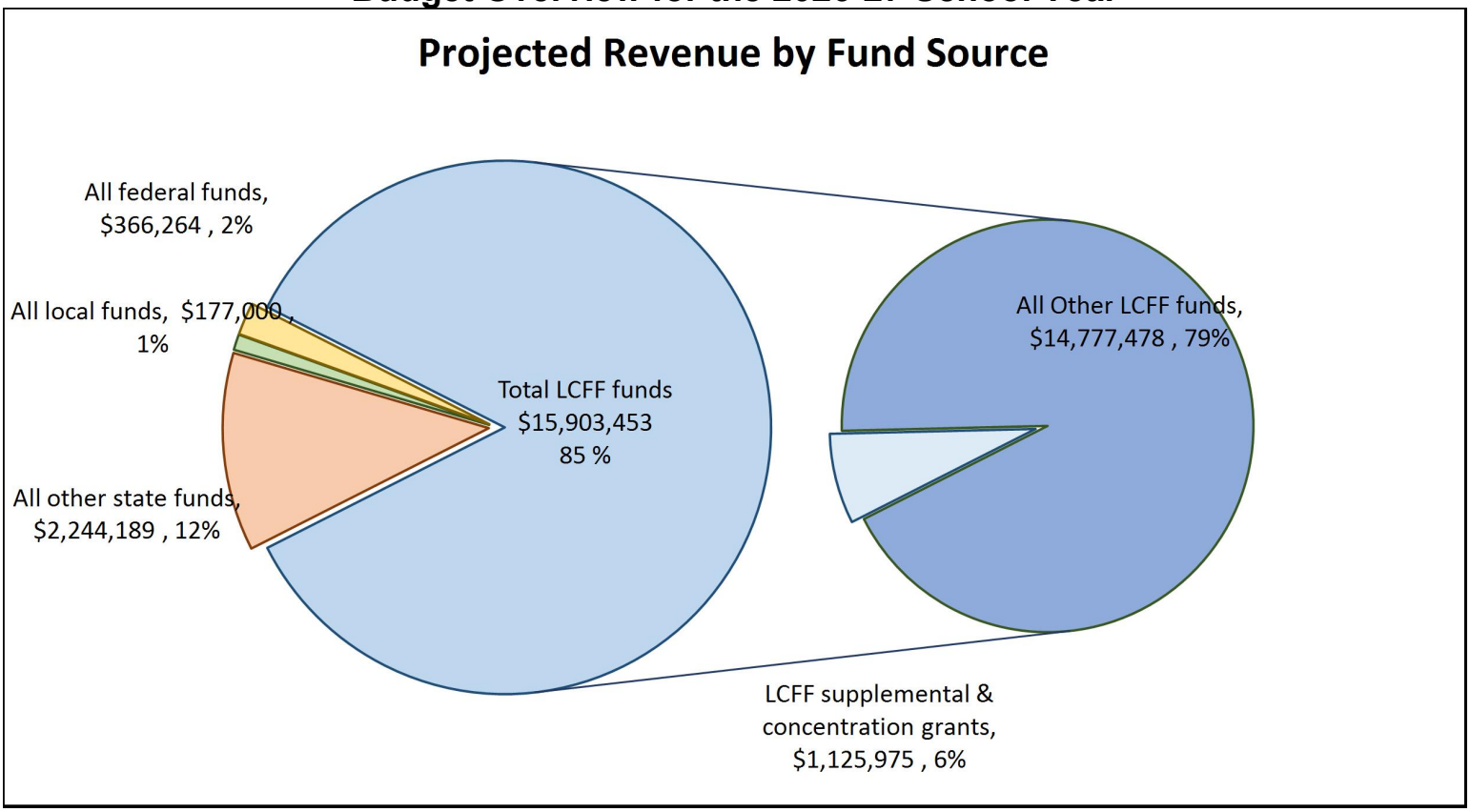
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Warner
CDS Code: California
School Year: 2026-27
LEA contact information:
Heidi Gasca
Superintendent

(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 2026-27 School Year

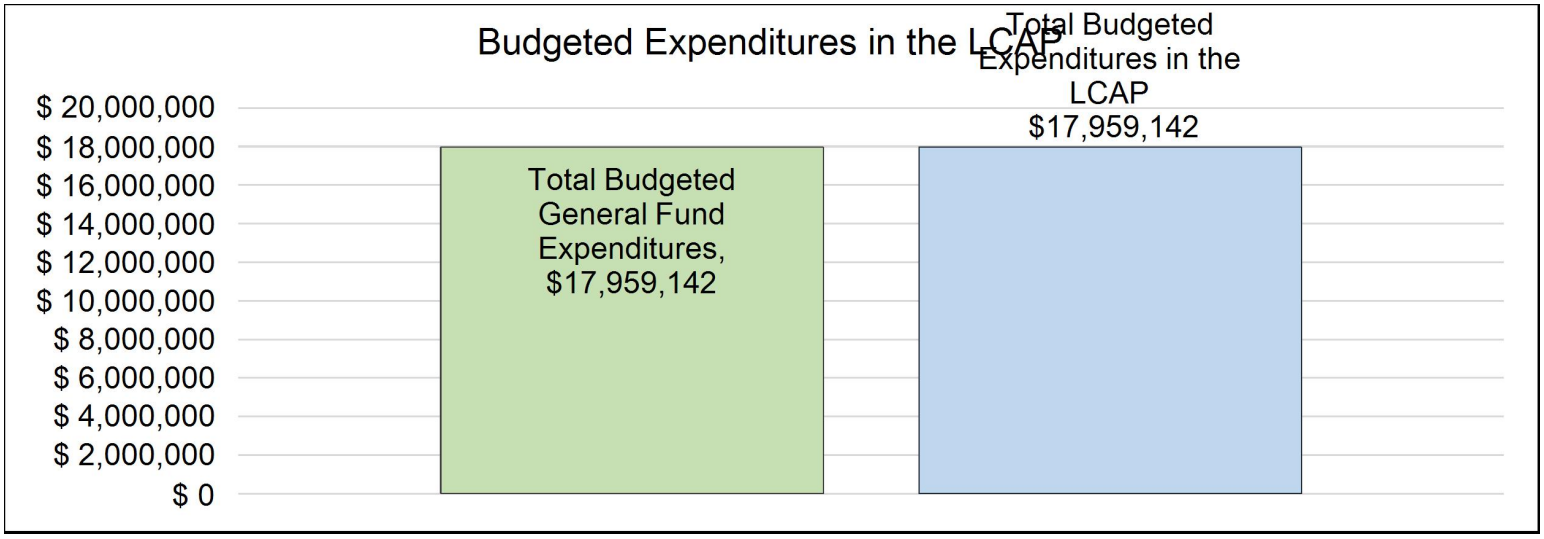


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is $18,690,906, of which $15,903,453 is Local Control Funding Formula (LCFF), $2,244,189 is other state funds, $177,000 is local funds, and $366,264 is federal funds. Of the $15,903,453 in LCFF Funds, $1,125,975 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

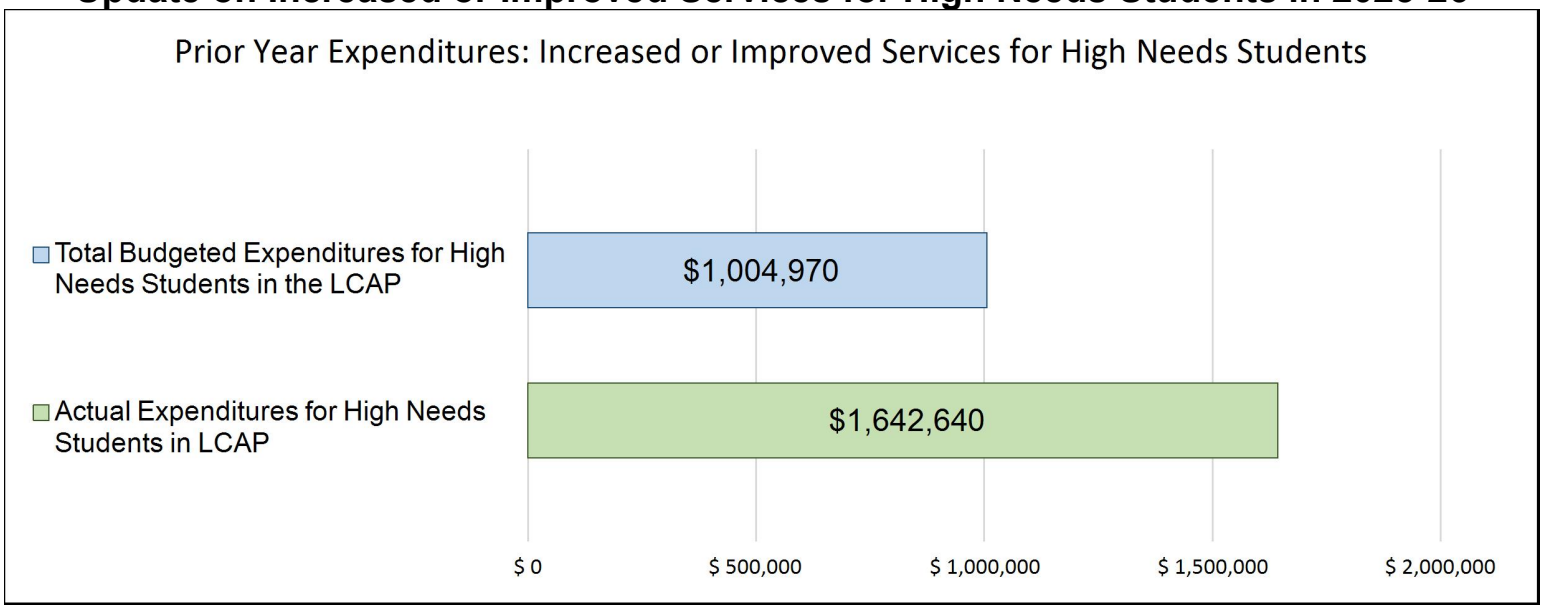
The text description of the above chart is as follows: Excel Academy Charter School - Warner plans to spend $17,959,142 for the 2026-27 school year. Of that amount, $17,959,142 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Excel Academy Charter School - Warner is projecting it will receive $1,125,975 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 $1,263,708 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 2025-26



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 2025-26, Excel Academy Charter School - Warner's LCAP budgeted $1,004,970 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent $$1,642,640.00 for actions to increase or improve services for high needs students in 2025-26.

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 Superintendent	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2026-27]

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 tuition-free, non-classroom-based California charter school serving students in grades TK–12 through a highly personalized independent study model. Rooted in flexibility, academic excellence, and whole-child development, EACS empowers students and families with individualized learning experiences designed to meet each student's unique academic, social, and emotional needs. Through strong partnerships between credentialed teachers and parents, students receive the guidance, support, and personalized instruction necessary to cultivate confidence, achievement, and a lifelong love of learning.

EACS offers three distinct educational pathways — the Personalized Elementary Path, Personalized Secondary Path, and Virtual Path — allowing families to select the learning model best aligned with their child's needs, goals, and learning style. Students enrolled in the Personalized Elementary and Secondary Paths work collaboratively with a highly qualified credentialed Teacher of Record (ToR) to develop customized learning plans based on individual educational goals, interests, pacing, and academic readiness. Families may choose from a wide range of pre-approved curriculum options, educational services, instructional materials, and enrichment opportunities to create a comprehensive and engaging educational experience tailored specifically to their student. Throughout each learning period, teachers, students, and parents maintain consistent communication and collaboration through in-person meetings and virtual platforms to monitor academic growth, ensure mastery of grade-level Common Core State Standards, and provide ongoing social-emotional support. Instructional pacing guides, individualized schedules, goal setting, and continuous progress monitoring ensure that students remain supported, challenged, and engaged in meaningful learning. Students enrolled in the Virtual Path in grades 1–8 participate in a structured online classroom environment led directly by credentialed teachers who provide high-quality daily instruction using standards-aligned curriculum. In addition to live instruction, students complete independent learning activities with the support and partnership of parents or guardians,

creating a balanced and accountable learning environment. Every student at EACS benefits from the expertise, mentorship, and oversight of a credentialed teacher who develops personalized learning plans and subject-specific pacing guides to support academic success. Daily and weekly communication between teachers, students, and parents strengthens accountability, nurtures student growth, and reinforces social-emotional well-being. EACS is guided by a strategic vision that prioritizes literacy and mathematics fluency as foundational skills for long-term academic success. Beginning in the early grades, students receive intentional, equity-based, standards-aligned instruction focused on building strong reading, writing, problem-solving, and mathematical reasoning skills. Through early intervention, personalized learning pathways, and ongoing collaboration between teachers and families, EACS ensures students develop the fluency, confidence, and academic readiness needed for success in high school, college, careers, and beyond.

EACS provides a dynamic and flexible high school program that empowers students to pursue personalized pathways aligned with their college, career, and individual goals. Students may choose from a wide range of rigorous textbook and online curriculum options, including UC/CSU-approved A–G courses, honors classes, Advanced Placement (AP), concurrent enrollment college courses, and Career Technical Education (CTE) pathways. With guidance from credentialed ToRs and counselors, students receive individualized academic planning and support to ensure success while meeting California State Standards and graduation requirements. Through strong academic support, career preparation, and recognition programs such as National Honor Society, State Seal of Biliteracy, Valedictorian, and other distinguished honors, Excel Academy fosters high achievement, leadership, and college and career readiness for every student.

Operating on a traditional school calendar with regularly scheduled holidays, EACS is proud to be recognized as a California Distinguished School and is accredited by the Western Association of Schools and Colleges (WASC). This accreditation reflects the school’s commitment to educational excellence, student achievement, continuous improvement, and organizational integrity. EACS is dedicated to fostering strong educational partnerships among students, families, educators, and community stakeholders through ongoing communication, collaboration, transparency, and shared commitment to student success.

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 1163 students.

36% socio-economically disadvantaged
3.2% English Learners
9% Special Education
0.5% Homeless
0.08% Foster Youth
33.6% Hispanic/Latino
2.6% African American
0.1%American Indian/Alaska Native
12.2% Asian
2.3% Filipino
0.3% Pacific Islander
38.7% White

9.3% Two or More Races

Mission Statement:
At Excel Academy, we invest in each student by providing a personalized and engaging learning experience centered on a collaborative partnership between school and home that creates unmatched opportunities for excellence and future success.

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

EACS uses the Local Control and Accountability Plan (LCAP) to meet the requirements of the School Plan for Student Achievement (SPSA) to streamline efforts and promote cohesive planning. Integrating goals, actions, and resource allocation into one unified plan ensures that the improvement efforts are strategic, transparent, data driven, and focused on student outcomes. The LCAP/SPSA was approved by the Schoolsite Council (SSC) on May 21,2026, presented to the Governing Board and Educational Partners on June 11, 2026, and approved on June 18, 2026.

Reflections: Annual Performance

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

As a charter school, the 2026–27 Local Control and Accountability Plan (LCAP) will also serve as the school's Single Plan for Student Achievement (SPSA). In accordance with applicable state and federal requirements, this integrated plan incorporates all required SPSA components, including a comprehensive needs assessment, student performance data analysis, measurable goals and outcomes, evidence-based strategies and interventions, resource alignment, educational partner engagement, and ongoing monitoring of student achievement and school effectiveness. Educational partner input and data analysis were used to inform priorities, actions, services, and expenditures to support continuous improvement for all student groups. SPSA requirements are addressed through the corresponding LCAP goals, actions, metrics, expenditures, and annual review process. Excel Academy Charter School (EACS) conducted a comprehensive needs assessment to guide the development of the LCAP and SPSA. This process included a thorough analysis of student performance data, along with meaningful input from educational partners and site-based stakeholders, to identify key strengths, areas for growth, and priority needs. The findings were used to align resources more effectively and drive continuous improvement in student outcomes.

1) Local and State Assessment Data

A) 2025 CA Dashboard Results:

Overall, the 2025 data showed strong positive performance trends across key indicators, with significant gains in Mathematics, College and Career readiness, Graduation Rate, and Chronic Absenteeism, while maintaining strong performance in English Language Arts (ELA). In ELA, Warner increased 3.6 DFS points from 2024, maintained a Green status, and increased the number of student test takers, with no student groups performing in Red. Subgroup performance reflected continued growth among several student groups, including Socioeconomically Disadvantaged (SED) students (+8.4, moved from Yellow to Green), Asian students (+5.0, moved from Green to Blue), English Learners (+12.5, remained Green), and Two or More Races students (+8.3, remained Green). White students maintained positive performance in Green (+2.4), while Hispanic students declined slightly (-5.7) but remained in Yellow. Students with Disabilities maintained relatively stable performance (+1.1) and remained in Orange.

In Mathematics, EACS demonstrated exceptional growth, increasing overall performance by 18.7 DFS points and moving from Green to Blue, with no student groups performing in Red or Orange. Significant subgroup improvements included Socioeconomically Disadvantaged students (+22.3, moved from Yellow to Blue), Students with Disabilities (+25.8, moved from Orange to Yellow), White students (+21.3, moved from Green to Blue), Asian students (+20.6, moved from Green to Blue), Two or More Races students (+12.8, moved from Green to Blue), and English Learners (+18.3, remained Green). Hispanic students also demonstrated improvement and moved from Orange to Yellow (+1.9).

Beyond academics, EACS showed continued strength in additional state indicators, including a 17.5% increase in College and Career readiness with movement from Orange to Green, a 7.9% increase in Graduation Rate with movement from Orange to Green, and stable Chronic Absenteeism at -0.1% with movement from Green to Blue. Additionally, Warner maintained a 0% Suspension Rate and continued performing in Blue status. Overall, the data reflects strong academic growth, improved subgroup performance, positive school climate indicators, and effective systems of support that continue to promote equitable student outcomes and student success.

CAASPP Data:
The 2024-2025 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 28 points higher in ELA and 28 points higher in math compared to those who enrolled in their first year.
64% of students met or exceeded standards in ELA. There is a 3.5% increase from the 2023-2024 test scores.
58% of students met or exceeded standards in math. There is a 6.3% increase from the 2023-2024 test scores.
In comparison to 42 charter schools with similar demographics and enrollment, EACS ranked 6th overall in ELA and 3rd overall in math.

EACS attributes 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 teacher-led virtual sessions to help prepare them for the assessments.

B) i-Ready Diagnostic Benchmark Assessments in ELA and Mathematics Results:

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2025-2026 school year. Based on an analysis of the 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). 78% of students are at or above grade level in ELA with a 17% increase in students meeting or exceeding standards from the fall and 1% year over year growth. In math, 71% of students are meeting or exceeding standards with a significant 23% growth from the fall and 1% year over year growth.

Placement by Student Groups:

English Language Arts
English Learner Students - 31% growth from fall to spring with 73% of students meeting or exceeding grade level expectations, 21% year over year growth from 2025
Socioeconomically Disadvantaged Students - 20% growth from fall to spring with 72% of students meeting or exceeding grade level expectations, 2% year over year growth from 2025
Students With Disabilities - 13% growth from fall to spring with 37% of students meeting or exceeding grade level expectations, 2% decrease in year over year growth from 2025

Mathematics
English Learner Students - 43% growth from fall to spring with 67% of students meeting or exceeding grade level expectations, 12% year over year growth from 2025 to 2026
Socioeconomically Disadvantaged Students - 20% growth from fall to spring with 68% of students meeting or exceeding grade level expectations, 3% year over year growth from 2025
Students With Disabilities - 12% growth from fall to spring with 36% of students meeting or exceeding grade level expectations, same year over year growth from 2025

C) 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.

WIN Intervention Data:
61% of students participating in a WIN intervention classes grew by one or more grade level in six months. This is a .1% increase from 2025.
59% of students in the math and ELA essentials classes grew by one or more grade levels in five months. This is a 10% increase from 2025.
33% of WIN students are now proficient or near proficient (early or on level) in six months.
72% of 3+ below grade level shifted overall i-Ready placement by 1+ level.
46% of WIN students made adequate annual stretch growth (65% or greater stretch).
53% of WIN students in reading made adequate annual stretch growth (65% or greater stretch).

EACS attributes the progress and success students are demonstrating on state assessments to the consistent support and guidance provided by credentialed teachers, strong communication and collaboration among teachers, parents, and students, and the implementation

of targeted interventions and resources designed to meet each student's individual needs. Students are assessed throughout the year so teachers can adjust instruction based on academic progress and learning needs. The consistent completion of i-Ready personalized lessons helps students strengthen skills and close learning gaps, while test-preparation packets and teacher-led virtual sessions focused on performance tasks provide additional support to help students prepare for state assessments.

Needs Assessment:

EACS administration and teachers completed an in-depth data analysis to identify potential factors contributing to students falling below grade level expectations and scoring at a Level 1 or Level 2 on the CAASPP ELA and math assessments. Through a comprehensive review of disaggregated i-Ready benchmark data, CAASPP results, teacher-reviewed rosters, demographics, attendance, parent involvement, curriculum, disabilities, and local assessment data, staff identified trends, celebrations, and areas requiring targeted support. The analysis revealed contributing factors such as gaps in foundational literacy and numeracy skills, limited access to academic support outside of school, language acquisition challenges for English Learners, and learning interruptions impacting long-term academic growth.

In addition to continuing to increase the school's A-G course offerings, EACS focused on expanding student access to A-G courses, particularly for 9th and 10th grade students. All core A-G required coursework was made accessible to support A-G completion, and additional support was provided for struggling students to meet Algebra 1 requirements and remain on track within the mathematics sequence. EACS also maintained a strong focus on supporting high school graduation success through continual monitoring of student data to identify students in need of intervention and provide support to help students overcome barriers, stay on track with coursework, and successfully graduate. The High School Department also worked toward establishing a more transparent A-G tracking system through the school information system to strengthen student monitoring and academic planning.

English Learners were provided with grade-level appropriate weekly live instruction in reading, writing, listening, and speaking to support English language fluency development. Based on spring i-Ready results, 63% of students participating in English Language Development (ELD) classes demonstrated growth of one or more grade levels within six months. Staff also continued implementation of required ELD curriculum and mandatory live instruction to support language acquisition and increase the number of students achieving Reclassified Fluent English Proficient (RFEP) status.

In addition, EACS identified a continued need to strengthen writing instruction and improve student performance in written expression across grade levels. During the 2025-2026 school year, the school implemented a pilot writing program intended to support writing development and improve student readiness for the CAASPP performance tasks and writing components. Writing assessments were implemented to identify student strengths and areas for improvement across grade levels, while goal setting based on local assessment data supported student growth and ownership of learning. Virtual teachers also utilized NearPod to increase student engagement through interactive lessons and instructional support. However, after reviewing student writing samples, benchmark data, teacher feedback, and assessment outcomes, the pilot writing program did not fully meet the school's expectations for accelerating writing growth or closing identified learning gaps. As a result, EACS is developing a collaborative teacher cohort for the 2026-2027 school year to research, evaluate, and identify a more comprehensive writing program with embedded assessment components and progress-monitoring tools. The cohort will examine programs aligned to state standards and instructional best practices to better support writing instruction, strengthen student analytical and evidence-based writing skills, and increase student preparedness for CAASPP performance tasks and overall academic achievement.

In response, students performing below grade level on i-Ready ELA and math diagnostic assessments receive targeted instruction through the WIN (What I Need) Intervention Program, which provides equity-based resources and interventions designed to accelerate progress toward grade-level proficiency. EACS will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to strengthen skills and close learning gaps. Teachers and leadership also examined grade-level cohorts, student subgroups, and contiguous enrollment patterns to identify causes of academic decline and implement strategies to increase student performance. Ongoing analysis of i-Ready benchmark reports, quick writes, and student work samples informs instructional planning and pupil outcomes, while goal setting promotes student self-efficacy and motivation. EACS also continues to provide grade-level test preparation packets, virtual test preparation sessions, and practice tests to support student readiness for state assessments and increase participation on required internal and state testing. Professional Learning Community (PLC) meetings provide teachers with ongoing opportunities to collaboratively review student data, monitor academic progress, discuss instructional strategies, identify student needs, and share important information to strengthen instructional practices and improve student outcomes.

EACS remains focused on student progress and success through transparency, consistent communication, and collaboration with educational partners while providing resources, support, and opportunities for all students to continue growing as lifelong learners. Educational partner surveys are utilized to gather feedback and identify areas of strength and improvement, while administrative and leadership teams continue evaluating the effectiveness of the personalized and virtual learning pathways offered to students. Parent education remains a significant area of focus, with opportunities for families to participate in webinars, trainings, Parent Academy events, and Parent Power-Up sessions designed to support learning in the home, student intervention, behavioral health resources, community connections, pacing, curriculum, and instructional materials. EACS also continues to increase educational partner engagement and participation in School Site Council (SSC), Parent Advisory Committee (PAC), and English Learner Advisory Committee (ELAC) meetings to strengthen collaboration, gather input, and support shared decision-making processes that positively impact student achievement and school programs.

EACS also continues to provide opportunities for students to build rapport with peers and strengthen social-emotional well-being through lessons, conversations, and community engagement activities. Continued staff collaboration ensures data-driven decisions that guide instruction, interventions, and resource allocation to meet the needs of all learners, including socioeconomically disadvantaged students, English Learners, and students with disabilities, ultimately strengthening academic skills and closing learning gaps.

(Aligned to Actions 1.1, 1.2, 1.3, 1.7, 1.8, 2.1, 2.4, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

2) Educational Partnerships - Survey Results:

A) Annual Survey - Parents/Guardians

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. EACS had 389 more responses this year than in 2025.

Overall Satisfaction Report: Based on 676 parent/guardian responses:

97% 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.
99% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
97% 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.

B) Annual Survey - Students

Overall Satisfaction Report: Based on 377 student responses (grades 6-12), an increase from 196 in 2025. Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high:

99% of survey respondents agree that their teacher is available to speak with them when they need guidance.
93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
89% 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% of survey respondents feel the school does a good job communicating through all forms of communication.

These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems. Survey data demonstrates a strong sense of safety and belonging among students:

98% of students feel safe and welcome to meet with teachers to discuss academic progress.
83% report knowing at least one adult at school they can talk to for support.

These findings indicate that the school maintains a positive and supportive climate characterized by strong adult relationships and a high degree of psychological safety in academic settings.

C) Social Emotional Learning Student Survey Results - Grades 3-12 - 366 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.

84% of students do feel positive energy frequently, which is a strong protective factor.
86% of students are opposed to seeking out counseling support.
92% of students feel consistently safe and cared for with family as the dominant protective anchor.
68% of students are able to regulate their emotions effectively.
95% of students feel they have a strong support system with an adult to speak with.
92% of students report they have a friend whom they can be their authentic self with.
98% of students reported they have a trusted family.

However, students also report intermittent experiences of negative emotions, including sadness, stress, and worry, which are commonly reported as occurring “sometimes” rather than consistently. Additionally, approximately one-third of students indicate occasional difficulty calming down when upset. These results suggest that while students are generally well-supported, there is a continued need to strengthen explicit instruction in emotional regulation and coping strategies. Despite strong reported access to supportive adults, a majority of students (approximately 83–86%) indicate they do not currently feel a need to access counseling services. This may reflect strong reliance on informal supports such as family and teachers, as well as a perception that existing supports are sufficient for current needs. However, this also indicates an opportunity to further normalize and expand awareness of counseling and wellness supports as proactive, preventative resources rather than only crisis-based services.

D) Intervention Student Survey Results
Intervention program survey results reflect universally positive perceptions of program effectiveness and instructional quality:
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.

Qualitative feedback consistently highlights improvements in student academic performance, particularly in reading comprehension, math skills, and student confidence. Additionally, respondents frequently note positive teacher attributes such as patience, clarity of instruction, and supportive classroom environments. These findings suggest that intervention programs are effectively supporting both academic growth and student engagement.

E) Virtual Path and Excel Teacher Led Classes (ETL) Parent/Guardian Feedback (5 point scale - 5 being extremely satisfied) - 69 ETL respondents, 61 virtual path respondents

Overall, feedback reflects a strong level of satisfaction across key areas of the student experience:

Overall Experience: 4.3 / 5 - Virtual Path and 4.3/5 - ETL Classes
Families and students reported a positive overall experience with the program.

Ease of Navigating Virtual Platforms: 4.2 / 5 - Virtual Path and 4.3/5 - ETL Classes
Responses indicate that students are generally able to navigate virtual learning platforms with relative ease, while also identifying an opportunity to continue strengthening accessibility and user support.

Teacher Support for Students: 4.6 / 5 - Virtual Path and 4.3/5 ETL Classes
Teacher support received the highest rating, demonstrating strong relationships, responsiveness, and a high level of student support from instructional staff.

Meaning: These results reflect positive educational experiences overall, with teacher support emerging as a significant strength and continued opportunities to enhance virtual platform navigation for students.

F) English Language Development Program (ELD) Survey Summary - 3.8/4 (4 being the highest scale score)

Overall, parent feedback on the ELD program was positive. Families reported strong teacher communication, supportive classroom environments, and meaningful student growth in English language development and ELPAC preparation. Parents rated instruction highly and found the ELD curriculum beneficial in supporting vocabulary, reading, writing, and speaking skills. Progress reports were viewed as helpful, especially benchmark scores, teacher comments, and curriculum updates. Families expressed appreciation for caring, supportive teachers and noted increased student confidence and academic growth. Suggested areas of focus include additional one-to-one support and enhanced speaking and writing opportunities.

Meaning: Survey results reflect high satisfaction with the ELD program, with teacher support and student growth identified as key strengths.

(Aligned to Actions 2.3, 3.1, 3.2, 3.3)

3) Educational Partnership Engagement:

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. 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.

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.

Needs Assessment:
Based on educational partner input and local data, EACS remains committed to strengthening relationships between school staff, families, students, and the broader community by building on existing systems that support communication, engagement, academic achievement, and student well-being. EACS will continue maintaining timely, transparent, and accessible communication through multiple platforms while expanding meaningful opportunities for educational partner participation in SSC, ELAC, PAC meetings, learning period meetings, surveys, parent workshops, and school events to ensure family voice is actively included in decision-making and school improvement efforts. Through its flexible and personalized independent study model, EACS provides targeted academic and social-emotional support for all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and other underrepresented groups, using disaggregated benchmark and state assessment data to identify achievement gaps and implement evidence-based interventions in English language arts and mathematics. Administrators, teachers, counselors, case managers, and intervention staff collaborate regularly with families through conferences, IEP meetings, intervention planning, and ongoing communication to monitor progress, establish individualized goals, and ensure students receive timely support. EACS also prioritizes culturally responsive outreach, translated materials, interpreter services, virtual participation opportunities, multicultural awareness activities, and parent education resources related to academic supports, English Learner progress, curriculum access, and student success strategies to ensure all families feel welcomed, informed, valued, and connected to the school community. In addition, EACS is committed to increasing opportunities for student social engagement and community involvement through activities and events such as outdoor classroom experiences, GATE enrichment events, Back to School events, science fairs, spelling bees, Parent Academy and Parent Power-Up events, student recognition activities, and other school-community engagement opportunities designed to strengthen student connectedness, collaboration, and school culture. The school will continue refining intervention programs, strengthening participation in live instruction, increasing survey response rates, and improving outreach and collaboration efforts to ensure all educational partners remain active participants in supporting student achievement, meaningful engagement, and continuous school improvement.

(Aligned to Actions 2.3, 3.1, 3.2, 3.3, 3.6)

4) Learning Recovery Emergency Block Grant (LREBG) Funds

LREBG Funds Expenditure
Excel Academy will fully expend all remaining LREBG funds by June 2027. The school will utilize data from the California Dashboard, educational partner feedback, and student assessment results to identify critical needs aligned with the requirements outlined in EC Section 32526(c)(2). These efforts are designed to support both the academic achievement and social-emotional well-being of students.

Action 4.2: Secondary Transition and Graduation Readiness
Students transitioning from middle school to high school will be closely monitored to ensure they remain on track for graduation. This includes ongoing monitoring of attendance and academic progress, as well as coordinated support from secondary administrators, teachers, and counselors to promote academic success. Excel Academy will continue to raise academic expectations while fostering a supportive environment that eases student transitions through middle and high school (grades 7–12).

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
Weekly Cabinet Meetings - Administrators (Superintendent, Director of Compliance and Special Programs, Director of Business Services, Director of Education, Director of Special Education, Director of Human Resources, Director of Education Services, Director of Communications) Monthly Department Lead Meetings - (Cabinet meeting attendees, Elementary Principal, Secondary Principal, Virtual Principal, Counselors, Business Services, Special Education)	EACS holds Administrative Cabinet Meetings and Department Lead Meetings to support effective strategic planning aligned with a shared mission and vision among educational partners. These meetings focus on collaborative, data-informed decision-making that promotes student academic success and social-emotional well-being, ensuring students are supported in reaching their full potential. They also ensure the overall operations of the school remain successful through ongoing strategic planning across all departments, including in-depth SWOT and needs analysis for each department and specified programs. Additionally, MTSS is reviewed and supported through these meetings to ensure that tiered interventions and student support systems are effectively meeting student needs. Through consistent communication and collaboration among leadership teams, as well as the implementation of procedures, policies, and programs, these meetings play a key role in shaping and informing the development and continuous improvement of the LCAP. Department leads also meet with their individual teams throughout each month for program review, input, and planning to further support implementation, gather feedback, and strengthen instructional programs.
Parents, Guardians, and Community Members	EACS regularly seeks input from advisory groups, including SSC, ELAC, and PAC, throughout the school year to help inform and influence the goals and actions within the LCAP that support improved student learning outcomes. Parent engagement opportunities were provided during quarterly ELAC and SSC meetings held in September 2025, December 2025, February 2026, and May

Educational Partner(s)	Process for Engagement
	2026, where families reviewed student data, provided input on programs, discussed student achievement, and identified areas for improvement. PAC meetings, including Parent Power Up sessions, were also held in November 2025 and March 2026 to gather additional feedback from parents and educational partners. Using Possip, EACS sent monthly pulse surveys to educational partners to support ongoing program development and continuous improvement. EACS also distributed department surveys to parents and guardians of students receiving intervention services, English learners, and students with IEPs, as well as surveys from counselors, to gather feedback and monitor student progress. This input is used to better understand student needs, evaluate program effectiveness, and inform ongoing improvements to instructional practices and supports that promote positive student outcomes. In March, the annual LCAP survey was distributed to all educational partners, and the feedback collected was analyzed and contributed to the development and refinement of the LCAP goals, actions, and services to support ongoing improvement and student success. The Mid-Year LCAP was reviewed in February where student achievement trends and the effectiveness of implemented strategies were evaluated and educational partners had the opportunity to provide feedback and recommendations to the SPSA and LCAP. In May of 2026, the SSC reviewed the 2026-2027 LCAP and SPSA for final consultation, ensuring that the equity focused goals, metrics, and actions were aligned.
PLC (Personal Learning Communities) Meetings	EACS holds monthly PLC meetings comprised of 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. During these collaborative meetings, teachers discuss potential barriers impacting student success, develop plans of support, and implement instructional changes to better meet the needs of all students. PLCs also emphasize ongoing communication with families regarding student strengths and learning gaps by providing strategies, resource tools, guidance, and support designed to strengthen skills and help close learning gaps.
Governing Board	EACS' Governing Board provides insight, feedback, and approval when necessary on policies, procedures, state reporting, surveys, and

Educational Partner(s)	Process for Engagement
	other key accountability measures that support improved student learning outcomes aligned with the LCAP. The Board plays an essential role in ensuring that decisions are consistent with the school's mission, compliant with state requirements, and focused on continuous improvement for student achievement and social-emotional success. Community members and the public are also invited to attend Governing Board meetings, supporting transparency, engagement, and open communication with educational partners. In February of 2026, the Mid-Year LCAP and budget were presented to the board and approved. On June 11, 2026, a public hearing allowed for educational partner review and discussion of the proposed LCAP and SPSA, followed by the formal adoption on June 18, 2026.
Staff Meetings (ALL STAFF)	EACS staff meet throughout the school year to discuss key agenda items related to goals and actions, school safety, culture and climate, procedures and policies, equity-based instruction, and learning opportunities across elementary, middle, and high school levels. These meetings also include the analysis of local and state data, state reports, and other relevant information to inform instructional practice and decision-making. This ongoing collaboration supports the development and continuous refinement of the LCAP and contributes to improved student learner outcomes.
Students	EACS students complete surveys across grade levels as a pulse check on academic progress and social-emotional well-being, providing valuable student feedback that helps the school assess overall engagement, health, and well-being, and inform timely supports, interventions, and instructional adjustments. Counselors also use surveys and check-ins with students to monitor well-being and identify needs for additional support. Students participating in NHS meet throughout the school year to engage in leadership development and service-focused activities. Student Council is offered as an elective course that provides students with structured opportunities to develop leadership skills. Both Student Council and NHS students focus on building leadership characteristics and qualities, collaborating on ideas and planning for the school year, identifying and organizing volunteer opportunities, and addressing student needs to support a positive and inclusive school community.

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

EACS developed its adopted LCAP through a structured process grounded in continuous and expanded educational partner engagement providing meaningful opportunities to develop the 2026-2027 LCAP and SPSA, which reinforces EACS' commitment to overall improvement, transparency, and collaboration.

1) Leadership teams conducted ongoing data dives during administrative, PLC, and Department Lead meetings to review CA Dashboard data, CAASPP, ELPAC, and i-Ready results, examining achievement trends, subgroup performance, and skill gaps in English Language Arts and Mathematics, with an increased emphasis on improving math skills and writing proficiency. Students performing below or approaching grade level were identified to guide targeted interventions and instructional adjustments not only based on collected assessment data, but other contributing factors (i.e. curriculum, attendance, home support, and participation in special education, intervention, and ELD classes).

2) Educational partner engagement was intentionally increased through SSC, ELAC, and PAC meetings, student leadership groups, surveys, school-wide events, and expanded communication channels to ensure consistent and meaningful input from families, students, and staff.

3) Feedback from educational partners was combined with data analysis to inform decision-making and guide LCAP priorities and instructional planning, including ensuring students in grades K-12 have access to an EACS issued Chromebook.

4) LCAP priorities influenced by this process included strengthening tiered supports, expanding targeted academic interventions, increasing instructional resources, emphasizing equity-based instruction for all learners, and supporting goal setting and student self-efficacy.

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, and increase the Distance From Standard (DFS) by two points as reflected on the CA Dashboard.	A baseline will be developed from 2023-2024 ELA CAASPP data. 61% met or exceeded standards 21% nearly met standards 18% not met standards	A baseline will be developed from 2023-2024 ELA CAASPP data. 61% met or exceeded standards 21% nearly met standards	2024-2025 CAASPP Overall ELA Scores 64% met or exceeded standards 21% standards nearly met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	+3 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			18% not met standards	15% standards not met	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, and increase the Distance From Standard (DFS) by two points as reflected on the CA Dashboard.	A baseline will be developed from 2023-2024 math CAASPP data. 52% met or exceeded standards 24% nearly met standards 24% not met standards	A baseline will be developed from 2023-2024 math CAASPP data. 52% met or exceeded standards 24% nearly met standards 24% not met standards	2024-2025 CAASPP Overall Math Scores 58% met or exceeded standards 23% standards nearly met 19% standards not met	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.	+6% point increase
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency from fall to spring 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%	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%	2025 i-Ready ELA Spring Scores ALL Tier 1: 78% Tier 2: 14% Tier 3: 8% English Learners Tier 1: 73% Tier 2: 15% Tier 3: 12% Socio-Economically Disadvantaged Tier 1: 72% Tier 2: 16% Tier 3: 12% Students With Disabilities Tier 1: 38%	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	ALL +1% year over year growth EL +21% year over year growth SED +3% year over year growth SWD -2% year over year growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Tier 2: 19% Tier 3: 43%		
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency from fall to spring by 2% each year.	2025 i-Ready Math Spring Scores ALL Tier 1: 70% Tier 2: 20%% Tier 3: 10% English Learners Tier 1: 55% Tier 2: 29% Tier 3: 16% Economically Disadvantaged Tier 1: 65% Tier 2: 22% Tier 3: 13% Students w/ IEPs Tier 1: 36% Tier 2: 17% Tier 3: 47%	2025 i-Ready Math Spring Scores ALL Tier 1: 70% Tier 2: 20%% Tier 3: 10% English Learners Tier 1: 55% Tier 2: 29% Tier 3: 16% Economically Disadvantaged Tier 1: 65% Tier 2: 22% Tier 3: 13% Students w/ IEPs Tier 1: 36% Tier 2: 17% Tier 3: 47%	2025 i-Ready Math Spring Scores ALL Tier 1: 71% Tier 2: 19%% Tier 3: 10% English Learners Tier 1: 67% Tier 2: 21% Tier 3: 12% Socio-Economically Disadvantaged Tier 1: 68% Tier 2: 20% Tier 3: 12% Students With Disabilities Tier 1: 36% Tier 2: 20% Tier 3: 44%	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	ALL +1% year over year growth EL +12% year over year growth SED +3% year over year growth SWD Maaintained
1.5	Increase ELPAC levels annually	2023-2024 Summative ELPAC Data - 38% of students are proficient per DataQuest/CDE Level 4 - 38% (well developed) - PROFICIENT	2023-2024 Summative ELPAC Data - 38% of students are proficient per DataQuest/CDE	2024-2025 Summative ELPAC Data - 38% of students are proficient per DataQuest/CDE	Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2%	Level 4 PROFICIENT +1.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 3 - 43% (moderately developed) Level 2 - 14.2% (somewhat developed) Level 1 - 4.7% (beginning to develop)	Level 4 - 38% (well developed) - PROFICIENT Level 3 - 43% (moderately developed) Level 2 - 14.2% (somewhat developed) Level 1 - 4.7% (beginning to develop)	39.3% Well Developed - PROFICIENT 42.4% Moderately Developed 12.1% Somewhat Developed 6% Beginning Stage Outscored the state percentages of well developed test takers		
1.6	State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials - Achieve full sustainability	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes	Goal to Achieve Full Sustainability of California State Standards for all students, and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. Full sustainability for all areas with the exception of NGSS Science Standards	Goal to Achieve Full Sustainability of California State Standards for all students, and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. Full sustainability for all areas with the exception of NGSS Science Standards	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes	Full Sustainability - 5 in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach	No difference in baseline
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	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	No difference in baseline

Goal Analysis [2025-26]

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, some significantly increased, are a reflection of the needs assessment, projected enrollment, positions, and program enhancements.

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 continued to increase academic achievement for all students through ongoing evaluation of student assessment data, in-depth data analysis, targeted intervention, and standards-aligned instruction in English language arts and mathematics. Teachers and intervention staff regularly analyzed i-Ready diagnostic data, formative assessments, and CAASPP results to identify learning gaps, adjust instructional strategies, and provide differentiated support for students. As a result, Excel Academy students surpassed the statewide percentage of students meeting or exceeding grade-level standards on the CAASPP assessments in both ELA and mathematics. Fall-to-spring i-Ready data demonstrated measurable academic growth across all ELA and math domains. Students participating in targeted

interventions experienced significant gains. In 2026, 61% of students enrolled in the WIN (What I Need) intervention program grew by one or more grade levels within six months. Additionally, 59% of students enrolled in supplemental math and ELA intervention classes demonstrated growth of one or more grade levels within five months, a 10% increase from 2025. By the spring assessment period, 62% of students participating in ELD intervention classes were performing at Early On Grade Level, Mid Grade Level, or Above Grade Level. These outcomes demonstrate that data-driven instruction, targeted interventions, and aligned curriculum resources effectively supported student progress and academic achievement. (Metrics 1.1 through 1.5)

Effectiveness of 1.2: EACS closely monitored the academic progress of low-income pupils, foster youth, English Learners (including Long-Term English Learners), and students with disabilities through local assessments, teacher collaboration, intervention monitoring, and student learner outcome reviews to ensure equitable access to academic success. Student data meetings allowed staff to identify students requiring additional support and implement targeted instructional interventions and resources. In addition to academic support, Excel Academy successfully implemented programs designed to promote social-emotional learning (SEL), character development, and student connectedness. Examples included SEL-focused live sessions, peer collaboration opportunities, counseling supports, and schoolwide engagement activities that encouraged positive peer interaction and relationship building. Student participation in these programs increased throughout the year, and staff observed improved student engagement, communication, and connection with peers and teachers. (Metrics 1.1 through 1.5)

Effectiveness of 1.3: All EACS students were provided access to a broad course of study aligned to California Common Core State Standards through multiple instructional delivery methods, including online curriculum platforms, live instruction, small-group support, independent study resources, and teacher-led guidance. Students received standards-aligned instructional materials in all core subject areas, and credentialed teachers regularly monitored student progress through assessments, assignments, and individualized learning plans. Teachers provided ongoing academic support through live instructional sessions, office hours, intervention opportunities, and individualized communication with students and families to ensure students successfully completed grade-level coursework. These supports increased student access to rigorous curriculum and promoted consistent academic engagement across grade levels. For the 2026-2027 school year, a designated Curriculum Coordinator will provide academic and instructional support through expertise in vetted curriculum, instructional resources, and intervention strategies. (Metrics 1.6 through 1.8)

Effectiveness of 1.4: EACS staff participated in ongoing professional development throughout the year focused on instructional best practices, assessment practices, intervention strategies, educational technology, student support services, and state reporting requirements. Staff received training on digital instructional platforms and tools to support student engagement, progress monitoring, and standards-aligned instruction. In addition to internal trainings, staff were encouraged to attend conferences, webinars, and professional learning opportunities outside of EACS and share key information, resources, and best practices with their department teams. This collaboration strengthened instructional consistency and supported continuous improvement across the school. As a result, staff were better prepared to provide individualized academic and social-emotional support to students and families while improving communication, instructional practices, and student services. (Metrics 1.6 through 1.8)

Effectiveness of 1.5: EACS provided multiple parent training opportunities, workshops, and educational events throughout the year to strengthen family engagement and support student learning. Parents were offered training on a variety of topics, including English Learner progress monitoring and reclassification procedures during ELAC meetings, navigation of parent portal resources, curriculum support tools, and strategies to support learning at home. Additional opportunities included webinars, curriculum menu trainings, Back-to-School events,

Parent Academy activities, and Parent Power-Up workshops. Excel Academy hosted Parent Power-Up events for families across grade levels that provided educational workshops for home educators as well as enrichment activities for students. Parents reported increased confidence in supporting their students academically, and participation in family engagement opportunities continued to increase throughout the year. These efforts strengthened school-home partnerships and improved communication between families and staff. (Metrics 1.6 through 1.8)

Effectiveness of 1.6: All EACS students were provided with instructional strategies and learning experiences connected to the equity-based, grade-level curriculum designed to develop creative and complex thinking, effective communication skills, collaboration, and independent learning habits. Teachers and Case Managers incorporated critical thinking activities, project-based learning opportunities, collaborative discussions, and student-centered instructional practices into live instruction and learning period meetings. Student progress was monitored regularly through live class participation, assignment completion, formative assessments, and individualized teacher conferences. These instructional approaches supported students in becoming engaged learners, effective communicators, and active participants in both their school community and broader global learning environments. Implementation Need: Based on a needs assessment, EACS has added the role of the newly assigned Curriculum Coordinator to provide enhanced instructional support through curriculum alignment, teacher collaboration, progress monitoring, and program implementation to strengthen student outcomes for the 26-27 school year. (Metrics 1.6 through 1.8)

Effectiveness of 1.7: Students performing one or more years below grade level were identified through i-Ready diagnostic assessments and enrolled in the WIN (What I Need) intervention program to receive targeted academic support. Students participated in required weekly intervention sessions led by credentialed teachers who monitored progress, provided individualized instruction, and adjusted supports based on ongoing assessment data. Intervention teachers utilized small-group instruction, skill-specific lessons, progress monitoring tools, and targeted instructional resources to address learning gaps in reading and mathematics. As mentioned in the reflections along with additional data, 61% of participating students demonstrated growth of one or more grade levels within six months, indicating that the intervention program effectively accelerated student learning and improved academic outcomes. (Metrics 1.3 and 1.4)

Effectiveness of 1.8: EACS analyzed and monitored historical i-Ready assessment data, CAASPP results, and California Dashboard indicators to guide instructional practices, curriculum decisions, intervention placement, and program development. Staff regularly reviewed state data tracking systems and analyzed the California Dashboard 5x5 metrics to better understand student performance trends, identify strengths and areas of need, and establish measurable goals for continuous growth, particularly in mathematics and writing. This ongoing data analysis allowed leadership, teachers, and intervention staff to identify students and student groups requiring additional academic support and targeted instruction. As a result, Excel Academy expanded live instructional supports, supplemental intervention classes, and targeted curriculum resources to address identified learning gaps. The analysis also strengthened collaboration between departments by ensuring instructional decisions were aligned with student achievement data and state accountability measures. The effectiveness of Action 1.8 directly supported the implementation of Action 1.7, as data analysis provided intervention teams with the information necessary to identify students performing below grade level, monitor progress, and adjust interventions based on student needs. (Metrics 1.1, 1.2, 1.5 and 1.7)

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.

Description of change to 1.5 - Parent Training allocated funds have been updated to increase opportunities for parent support. This adjustment enhances parent engagement by expanding access to training, resources, and learning opportunities designed to strengthen families' understanding of instructional programs and support student academic success.

Description of change to 1.6 - Identified the inclusion of Specialized Academic Instruction (SAI) classes taught by Case Managers to provide targeted academic support for students with individualized needs. Additionally, added the role of the newly assigned Curriculum Coordinator to provide enhanced instructional support through curriculum alignment, teacher collaboration, progress monitoring, and program implementation to strengthen student outcomes.

Description of change to 1.7 - Student Monitoring and Support has been updated to reflect enhanced academic and social-emotional systems. To more closely monitor performance on the CA Dashboard, the CAASPP metric now includes a goal to increase Distance From Standard (DFS) by two points. Additionally, beginning in 2026–2027, EACS will discontinue Write Score and instead develop a cohort of teachers and staff to research and design a sustainable writing program for full implementation in 2027–2028.

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
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	$178,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs like the "What I Need" WIN intervention program to provide instruction and resources and to promote academic growth, in addition to social-emotional awareness classes and character building.		
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) • Online courses, credit recovery, core programs • Supplemental curriculum, materials, and educational subscriptions supporting Common Core Standards • Extended school year • Curriculum aligned to Common Core Standards • English Language Development (ELD) curriculum • UPK - TK students' instructional support	$14,407,794.00	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+.	$128,030.00	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 Academy, Back to School events, Parent Power-Up, SSC and PAC meetings, and teacher parent training.	$35,262.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies aligned to grade-level curriculum that foster the development of creative and complex thinking, effective communication, community and global engagement, and independent learning skills. This includes Specialized Academic Instruction (SAI) classes taught by Case Managers to ensure individualized academic support and access to instruction. The Curriculum Coordinator will provide ongoing support to teachers and instructional programs through curriculum alignment, instructional guidance, progress monitoring, and professional collaboration to strengthen student learning outcomes. Additionally, students will have opportunities to participate in community events, enrichment activities, and field trips designed to strengthen academic achievement, social-emotional well-being, and overall personal growth. These experiences support students in building meaningful connections, applying learning in real-world settings, and developing the skills needed for long-term success.	$455,600.00	No Yes
1.7	Student Monitoring and Support	1.7 EACS will identify, support, and monitor students performing one or more years below grade level through the “What I Need” (WIN) intervention program. Students will participate in weekly, teacher-monitored intervention sessions to address individual academic needs and close learning gaps. Students performing below grade level on fall i-Ready assessments will also have the opportunity to complete mid-year i-Ready assessments to measure growth and adjust supports. This action also includes the implementation of English Learner (EL) ELD curriculum and direct instruction to support English language development, as well as targeted academic interventions aligned to student needs. Additional supports include a cohort writing group approach to strengthen written expression, support for GATE instruction and testing, and administration of the Reading Difficulties Screener to identify and address early literacy needs. To support the whole child, EACS will continue utilizing Care Solace services to provide access to mental health and wellness resources for students and families.	$412,177.00	No Yes
1.8	Needs Assessment and Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	$65,844.00	No Yes

Action #	Title	Description	Total Funds	Contributing

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	2024-2025 Eligible Cumulative Enrollment 1072 per DataQuest 2023-2024 Data 1.4% Chronic Absenteeism -	2025-2026 Eligible Cumulative Enrollment 1163 per DataQuest 2024-2025 Data 1.2% Chronic Absenteeism -	Continue to maintain or decrease Chronic Absenteeism rate of .01%	Increase in student count and a decrease in the number of chronically absent students moved the metric on the CA Dashboard to blue - the highest

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Green on CA Dashboard Number of Students 864	Blue on CA Dashboard Number of Students 882		level of achievement
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	2023-2024 0% Expulsion Rate	2024-2025 Data 0% Expulsion Rate	Maintain 0% expulsion rate each year	Maintained the goal of 0% expulsions
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	2023-2024 0% Suspension Rate	2024-2025 Data 0% Suspension Rate	Maintain 0% suspension rate each year	Maintained the goal of 0% suspensions
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.	100% of teachers are appropriately credentialed for the courses they teach	Meeting the target of 100% of teachers being appropriately certified

Goal Analysis [2025-26]

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.

2025-2026 - 2.4 Technology - Planned budget was surpassed due to staffing and technology needs.
2026-2027 - The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, staffing, and program enhancements.

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

Effectiveness 2.1: Excel Academy strengthened school climate and increased student engagement through proactive family partnerships and consistent academic support structures. Providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) establishes clear expectations for attendance, participation, and academic progress. Students who did not attend required meetings or

complete required assignments, assessments, and coursework were issued a Progress Improvement Notification (PIN) to identify the concern and develop a plan for improvement. Implementation of PIN policies and procedures, along with frequent check-ins, ongoing communication, and pacing guides, supports accountability and early intervention. These strategies collectively contribute to maintaining or improving Average Daily Attendance (ADA), promoting student success, and fostering a collaborative learning environment between the school and families. (Metric 2.1)

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers, as well as classified staff, is reflected in the school's ability to maintain appropriately credentialed and well-qualified personnel in positions that support student achievement and school operations. Competitive salary schedules and benefits packages contributed to staff retention and recruitment efforts, while appropriate staff assignments ensured compliance and continuity of instruction and services. These efforts supported a stable educational environment, strengthened organizational capacity, and promoted consistent support for students and families. (Metric 2.4)

Effectiveness 2.3: Excel Academy monitored the effectiveness of the action through increased communication, family awareness, and engagement in school activities and decision-making processes. Excel Academy provided frequent communication with parents, guardians, and students by notifying them of school events, opportunities, and resources through the school's main communication platform, Beehively, as well as emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending timely notifications regarding surveys, parent informational meetings (i.e., ELAC, SSC, and PAC), and Board of Directors public meetings to all families through email, the website, and other social media platforms while ensuring the participation and engagement of underrepresented families. As a result, the school experienced an increase in community partnership engagement and survey responses, demonstrating stronger family involvement and participation in school programs and decision-making processes. These outreach efforts strengthened partnerships between the school and families, promoted transparency, and supported greater participation among all stakeholders. Consistent and accessible communication contributed to improved family engagement and stronger support for positive student outcomes. (Metrics 2.1 through 2.4)

Effectiveness 2.4: Excel Academy demonstrated through increased student access to instructional technology and enhanced support for student engagement and 21st Century learning skills. In addition, the school continuously monitored student needs to identify and provide additional technological support where necessary. Professional development opportunities were provided to staff to strengthen instructional practices, promote student engagement, and support the integration of technology into learning. These efforts contributed to improved access to instruction, increased student participation, and the development of critical skills for students. (Metrics 2.1 and 2.4)

Effectiveness 2.5: Excel Academy focused on providing professional development and ongoing communication related to cultural awareness, which is reflected in increased staff understanding of diverse student backgrounds, improved cultural responsiveness, and stronger relationships between staff, students, and families. Ongoing discussions about cultural sensitivity, as well as strategies for effectively communicating and approaching individuals and topics with respect and awareness, further strengthened staff capacity to foster an inclusive environment. Through these professional development opportunities and continued dialogue, staff enhanced their ability to create equitable and supportive learning environments that value diversity. These efforts contributed to improved communication, increased student engagement, and a more positive school climate for all students and families. (Metrics 2.1 through 2.4)

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.

Changes to 2.4 - Technology - The school increased its purchases of Chromebooks for students across grades K-12 to ensure equitable access to instruction and digital learning resources as needed.

Changes to 2.5 - Professional Development - Cultural Awareness - Increase overall expenditures using the recent Student Support and PD Grant to provide more opportunities for all educational partners to learn about cultural awareness, acceptance, and inclusion.

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.	$120,611.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	$201,033.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. EACS 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.	$104,476.00	No Yes
2.4	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.	$156,763.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development	2.5 Improve cultural awareness by providing increased professional development opportunities for all educational partners to focus on culturally responsive practices and activities that promote understanding, inclusion, and acceptance among students, families, staff, and the broader school community.	$11,800.00	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%	Year 1 Outcome - 2024-2025 287 Responses from Educational Partners There were more responses that impacted the overall	Year 2 Outcome - 2025-2026 676 Responses from Educational Partners There were more responses that impacted the overall	Maintain or increase by 2%	Surpassed number of responders by 389 and still stayed in the high 97% echelon

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2026.	percentages. With a 97% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2027.		
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	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.	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,	Overall Satisfaction Report: Based on 676 parent/guardian responses: 97% 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. 99% of survey respondents agree that EACS clearly communicates academic expectations,	Maintain or increase by 2%	Surpassed number of responders by 389 and still stayed in the high 97% echelon

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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.	encourages academic excellence, student progress, and provides a safe and welcoming environment. 95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students. 99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	97% 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		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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	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 377 student responses (grades 6-12), an increase from 196 in 2025. Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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). 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	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.	99% of survey respondents agree that their teacher is available to speak with them when they need guidance. 93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress. 89% 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.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that can be maintained and improved upon.	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). 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	97% of survey respondents feel the school does a good job communicating through all forms of communication. These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems. Survey data demonstrates a strong sense of safety and belonging among students: 98% of students feel safe and welcome to meet with teachers to discuss academic progress. 83% report knowing at least one adult at school they can talk to for support.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.	These findings indicate that the school maintains a positive and supportive climate characterized by strong adult relationships and a high degree of psychological safety in academic settings.		
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.	The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year.	Consistent plan and review process	Met the standard of implementing a consistent plan and review process

Goal Analysis [2025-26]

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.

2026-2027 - The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, staffing, and program enhancements.

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. (Metrics 3.1 and 3.2)

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.(Metrics 3.1 through 3.3)

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. (Metrics 3.1 through 3.3)

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. (Metric 3.3)

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. (Metric 3.3)

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. (Metrics 3.1 through 3.3)

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, administration, and the school leadership team. (Metric 3.3)

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.

Changes to 3.5 - School Climate and School Safety - The action will include the cost related to the extensive Safe Schools annual training series.

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.	$5,900.00	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 (i.e. intervention coordinators, materials, and conferences).	$153,231.00	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.	$81,125.00	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.	$208,881.00	No

Action #	Title	Description	Total Funds	Contributing
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. This action also includes the extensive Safe Schools training series.	$944.00	No
3.6	Communication and Translation Services	3.6 EACS will provide notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by staff.	$1,180.00	Yes
3.7	School Operating Services	3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, 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.

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	2024 CA Dashboard Data - 83.3% graduated - declined 14.4%% (orange on the	2025 CA Dashboard Data - 91.2% graduated, number of students = 57	Increase the graduation rate and decrease the dropout rate	Increased number of graduates by 7.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dashboard), number of students = 42	(Green color assigned on the dashboard) - Increased 7.9%		
4.2	Access to a Broad Curriculum: Career Technical Education (CTE) Participation	College/Career - Baseline from 2024 CA Dashboard Data Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation	2024 CA Dashboard Data - Prepared 33.3% - 42 students - maintained 1.5% (orange on the dashboard)	College/Career - Baseline from 2025 CA Dashboard Data - Prepared 50.9% - 57 students - (Green - color on the dashboard) Increased 17.5%	Increase preparedness on the CA Dashboard	Increased preparedness by 17.6%
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 - CTE Pathway Program Participation = 14 students	2025-2026 - CTE Pathway Program Participation = 31 students	Increase number of students enrolled in A-G courses required for UC/CSU Admission	Increased participation by 17 students

Goal Analysis [2025-26]

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.

2026-2027 - The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, staffing, and program enhancements.

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 aligns student strengths and interests to postsecondary goals and continues to develop Career Technical Education (CTE) pathways to increase CTE completers and prepare students for the 21st-century workforce and global competencies. This action aligns to Metric 4.2 (Broad Course of Study/College & Career/CTE) through the expansion of CTE pathways and career exploration opportunities and to Metric 4.3 (A-G/College & Career Preparedness) by promoting postsecondary readiness and student preparation for college and career success. (Metrics 4.2 and 4.3)

Effectiveness 4.2:Students transitioning from middle to high school are monitored to ensure they remain on track for graduation through attendance monitoring, teacher collaboration, academic supports, increased rigor, and transition-focused guidance. This action aligns to Metric 4.1 (Graduation Rate) because it focuses on early identification, intervention, and student support systems designed to improve persistence and high school completion.(Metric 4.1)

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promote graduation and college and career readiness through academic interventions. The school continuously reviews and strengthens high school curriculum to maintain engaging and rigorous coursework. This action aligns to Metric 4.1 (Graduation Rate) by supporting academic success and course completion, Metric 4.2 (Broad Course of Study/College & Career/CTE) through access to rigorous and varied coursework, and Metric 4.3 (A-G/College & Career Preparedness) by preparing students for postsecondary opportunities. (Metrics 4.1 through 4.3)

Effectiveness 4.4: Excel Academy ensures all students, particularly low-income students, English learners, foster youth, and students with disabilities, have access to intensive CAASPP preparation through grade-level ELA and math test preparation packets, teacher-led performance task sessions, and practice assessments. This action aligns to Metric 4.1 (Graduation Rate) by supporting academic achievement and reducing barriers to student success and Metric 4.3 (A-G/College & Career Preparedness) through strengthening college and career readiness skills in ELA and mathematics. (Metrics 4.1 and 4.3)

Effectiveness 4.5: Excel Academy covers Advanced Placement (AP) exam costs for low-income and foster youth students experiencing financial hardship. This action aligns to Metric 4.3 (A-G/College & Career Preparedness) by increasing equitable access to rigorous coursework and opportunities that support college readiness and postsecondary success. (Metric 4.3)

Effectiveness 4.6: Excel Academy is expanding A-G course offerings to ensure all students have equitable access to graduate as A-G completers and continues to strengthen partnerships with community colleges to promote dual enrollment and college credit opportunities. This action aligns to Metric 4.2 (Broad Course of Study/College &Career/CTE) through expanded course access and Metric 4.3 (A-G/College & Career Preparedness) by increasing college eligibility and readiness opportunities. (Metrics 4.2 and 4.3)

Effectiveness 4.7: Excel Academy analyzes 8th–10th grade i-Ready data and 8th grade CAASPP performance to determine whether students are on track for success in high school coursework and 11th grade CAASPP assessments. Targeted interventions and resources are provided to students requiring additional support. This action aligns to Metric 4.1 (Graduation Rate) through early intervention and academic monitoring and Metric 4.3 (A-G/College & Career Preparedness) by ensuring students are academically prepared for rigorous coursework and postsecondary pathways. (Metrics 4.1 and 4.3)

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), Career Technical Education (CTE), and A-G courses. Through ongoing data collection, progress monitoring, and analysis of student performance indicators, student learning needs, academic trends, and opportunities for intervention and enrichment are identified for middle and high school students. This targeted monitoring supports individualized guidance, promotes college and career readiness, and informs efforts to increase student enrollment and success in rigorous coursework, including AP, CTE, and A-G pathways. The continued goal is to expand equitable access and participation in these courses while improving overall student achievement and postsecondary preparedness.

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.

Changes to 4.2 - Secondary Transition and Graduation Readiness - A reference was added to indicate that secondary administrators and counselors will be providing coordinated support for students in grades 7-12. LREBG funds are directly tied to action 4.2

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.	$28,059.00	No Yes
4.2	High School Graduation	Secondary Transition and Graduation Readiness - Students transitioning from middle school to high school will be closely monitored to ensure they remain on track for graduation. This includes ongoing monitoring of attendance and academic progress, as well as coordinated support from secondary administrators, teachers, and counselors to promote academic success. Excel Academy will continue to raise academic expectations while fostering a supportive environment that eases student transitions through middle and high school (grades 7–12).	$333,363.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	$841,563.00	No
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP and ELPAC preparation, specifically low income, EL, foster-youth students, and students with disabilities.	$15,813.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.	$0.00	Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	$11,393.00	No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,125,975	$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
7.884%	0.000%	$0.00	7.884%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	**Action:** Parent Training **Need:** Parents - Home Educators **Scope:** 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
1.6	**Action:** Grade Level Curriculum and Instruction **Need:** 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. **Scope:** 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
1.7	**Action:** Student Monitoring and Support **Need:** All unduplicated students who need additional support, resources, monitoring, guidance, and	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 expectations. The SST and IEP teams will review	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
	interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success. **Scope:** LEA-wide	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.	Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
1.8	**Action:** Needs Assessment and Data Analysis **Need:** Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study. **Scope:** LEA-wide	EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.	i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments
2.3	**Action:** Educational Partner Communication **Need:** 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 participate in surveys and have open lines of communication so their voices can be heard.	Effective communication and involvement with educational partners are essential and universally needed to support all students.	Survey results, feedback on social media platforms, communication with staff

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
	Scope: LEA-wide		
2.4	**Action:** Technology **Need:** 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. **Scope:** LEA-wide	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
3.2	**Action:** Educational Partner Partnerships **Need:** All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate. **Scope:** LEA-wide	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.3	**Action:** School Climate **Need:** EACS needs to gauge the well-being of unduplicated students to ensure that the	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 through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a	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
	school is providing an environment where students can thrive. **Scope:** LEA-wide	learning environment that is safe, positive, inclusive, and welcoming for all.	
3.6	**Action:** Communication and Translation Services **Need:** Unduplicated students needing translation services and support - EL students, parents, and guardians **Scope:** LEA-wide	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.1	**Action:** College and Career Readiness and Career Technical Education **Need:** 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. **Scope:** LEA-wide	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
4.2	**Action:** High School Graduation	All students are deserving of and provided an equity-based education to be set up for success	Transcripts, report cards, course completion, attendance, teacher-

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
	Need: 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. **Scope:** LEA-wide	with proper support and guidance to be able to graduate.	parent-student communication and conferences
4.4	**Action:** Testing **Need:** All unduplicated students need access to resources to successfully prepare for state assessments. **Scope:** LEA-wide	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
4.5	**Action:** Testing **Need:** Low-income pupils and foster youth **Scope:** LEA-wide	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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 unduplicated pupils requiring targeted interventions were identified through a collaborative data review process involving the Superintendent, administration, and school leadership team. The methodology used to determine the contribution of limited actions toward the proportional percentage of increased or improved services included an analysis of student performance data, educational partner feedback, and identified areas of need specific to unduplicated student groups.

The school leadership team reviewed multiple data sources, including i-Ready diagnostic data, state assessment results such as CAASPP and ELPAC, graduation indicators, attendance trends, and college and career readiness metrics to identify performance gaps and barriers impacting student success. Educational partner input gathered through surveys, meetings, and ongoing communication with families, staff, and students also informed the prioritization of services and supports.

Limited actions associated with a Planned Percentage of Improved Services were determined to contribute toward meeting the increased or improved services requirement because they are principally directed toward addressing the identified needs of unduplicated pupils and are expected to be effective in increasing access to academic intervention, enhancing instructional supports, improving engagement, and strengthening college and career readiness outcomes. These actions focus on increasing the quality of services through targeted interventions, progress monitoring, expanded academic supports, and intentional educational partner engagement.

As a result of these increased and improved services, the school expects measurable improvements in student engagement and academic achievement, including growth in i-Ready performance, CAASPP and ELPAC outcomes, graduation rates, and college and career readiness indicators for unduplicated student groups.

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

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

2026-27 Total Planned 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	14,281,785	1,125,975	7.884%	0.000%	7.884%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,171,689.00	$2,244,189.00	$177,000.00	$366,264.00	$17,959,142.00	$11,680,240.00	$6,278,902.00

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	2026-27	$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		2026-27	$178,300.00	$0.00	$178,300.00	$0.00	$0.00	$0.00	$178,300.00	
1	1.3	Broad Course of Study	All	No			All Schools	2026-27	$9,636,470.00	$4,771,324.00	$12,439,216.00	$1,603,010.00	$177,000.00	$188,568.00	$14,407,794.00	
1	1.4	Professional Development	All	No			All Schools	2026-27	$0.00	$128,030.00	$12,390.00	$115,640.00	$0.00	$0.00	$128,030.00	
1	1.5	Parent Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$29,657.00	$5,605.00	$35,262.00	$0.00	$0.00	$0.00	$35,262.00	
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	2026-27	$292,742.00	$162,858.00	$267,171.00	$188,429.00	$0.00	$0.00	$455,600.00	
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	2026-27	$341,857.00	$70,320.00	$191,606.00	$196,106.00	$0.00	$24,465.00	$412,177.00	
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	2026-27	$51,377.00	$14,467.00	$65,844.00	$0.00	$0.00	$0.00	$65,844.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2026-27	$120,611.00	$0.00	$120,611.00	$0.00	$0.00	$0.00	$120,611.00	
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2025-26	$201,033.00	$0.00	$201,033.00	$0.00	$0.00	$0.00	$201,033.00	
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	2026-27	$93,266.00	$11,210.00	$104,476.00	$0.00	$0.00	$0.00	$104,476.00	

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	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$156,763.00	$154,108.00	$2,655.00	$0.00	$0.00	$156,763.00	
2	2.5	Professional Development	All	No			All Schools	2026-27	$0.00	$11,800.00	$0.00	$11,800.00	$0.00	$0.00	$11,800.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2026-27	$0.00	$5,900.00	$5,900.00	$0.00	$0.00	$0.00	$5,900.00	
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	2026-27	$153,231.00	$0.00	$0.00	$0.00	$0.00	$153,231.00	$153,231.00	
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	$81,125.00	$81,125.00	$0.00	$0.00	$0.00	$81,125.00	
3	3.4	Student Services	All	No			All Schools	2026-27	$208,881.00	$0.00	$208,881.00	$0.00	$0.00	$0.00	$208,881.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2026-27	$0.00	$944.00	$944.00	$0.00	$0.00	$0.00	$944.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$0.00	$1,180.00	$0.00	$1,180.00	$0.00	$0.00	$1,180.00	
3	3.7	School Operating Services	All	No			All Schools	2026-27	$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	2026-27	$28,059.00	$0.00	$28,059.00	$0.00	$0.00	$0.00	$28,059.00	
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	2026-27	$333,363.00	$0.00	$207,994.00	$125,369.00	$0.00	$0.00	$333,363.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2026-27	$0.00	$841,563.00	$841,563.00	$0.00	$0.00	$0.00	$841,563.00	
4	4.4	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$15,813.00	$15,813.00	$0.00	$0.00	$0.00	$15,813.00	
4	4.5	Testing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	$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	2026-27	$11,393.00	$0.00	$11,393.00	$0.00	$0.00	$0.00	$11,393.00	
4	4.7	Needs Assessment - Data Analysis	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 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
14,281,785	1,125,975	7.884%	0.000%	7.884%	$1,329,758.00	0.000%	9.311 %	**Total:**	$1,329,758.00
								LEA-wide Total:	$1,329,758.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$178,300.00	
1	1.4	Professional Development				All Schools	$12,390.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners	All Schools	$35,262.00	
1	1.6	Grade Level Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$267,171.00	
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$191,606.00	
1	1.8	Needs Assessment and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		$65,844.00	
2	2.3	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$104,476.00	
2	2.4	Technology	Yes	LEA-wide	English Learners Foster Youth		$154,108.00	

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 (%)
					Low Income			
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		$81,125.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	$0.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		$28,059.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		$207,994.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,813.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,720,516.00	$12,757,584.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Achievement	No	$0.00	$0.00
1	**1.2**	Student Monitoring	Yes	$105,799.00	$105,779.00
1	**1.3**	Broad Course of Study	No	$13,963,655.00	$9,742,499.00
1	**1.4**	Professional Development	No	$85,573.00	$49,935.00
1	**1.5**	Parent Training	Yes	$15,624.00	$21,131.00
1	**1.6**	Grade Level Curriculum and Instruction	No Yes	$47,824.00	$46,633.00
1	**1.7**	Student Monitoring and Support	No Yes	$219,136.00	$189,805.00
1	**1.8**	Needs Assessment and Data Analysis	No Yes	$13,528.00	$13,528.00
2	**2.1**	School Climate and Student Engagement	No	$58,184.00	$58,184.00

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	2.2	Certificated and Classified Salaries and Benefits	No	$170,228.00	$170,228.00
2	2.3	Educational Partner Communication	No Yes	$194,330.00	$209,674.00
2	2.4	Technology	No Yes	$186,237.00	$498,193.00
2	2.5	Professional Development	No	$0.00	$0.00
3	3.1	Educational Partner Engagement	No	$0.00	$0.00
3	3.2	Educational Partner Partnerships	No Yes	$136,558.00	$141,251.00
3	3.3	School Climate	No Yes	$67,456.00	$59,897.00
3	3.4	Student Services	No	$209,658.00	$209,658.00
3	3.5	School Climate and School Safety	No	$0.00	$0.00
3	3.6	Communication and Translation Services	Yes	$980.00	$1,871.00
3	3.7	School Operating Services	No	$0.00	$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)
4	4.1	College and Career Readiness and Career Technical Education	No Yes	$18,536.00	$18,536.00
4	4.2	High School Graduation	No Yes	$302,352.00	$302,352.00
4	4.3	High School Curriculum and Instruction	No	$880,054.00	$880,054.00
4	4.4	Testing	Yes	$16,859.00	$38,376.00
4	4.5	Testing	Yes	$0.00	$0.00
4	4.6	A-G and Career Technical Education Courses	No	$27,945.00	$0.00
4	4.7	Needs Assessment - Data Analysis	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,056,208	$1,004,970.00	$1,642,640.00	($637,670.00)	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	$105,799.00	$105,779.00		
1	1.5	Parent Training	Yes	$15,624.00	$21,131.00		
1	1.6	Grade Level Curriculum and Instruction	Yes	$47,824.00	$46,633.00		
1	1.7	Student Monitoring and Support	Yes	$189,825.00	$189,805.00		
1	1.8	Needs Assessment and Data Analysis	Yes	$13,528.00	$13,528.00		
2	2.3	Educational Partner Communication	Yes	$194,330.00	$209,674.00		
2	2.4	Technology	Yes	$31,857.00	$498,193.00		
3	3.2	Educational Partner Partnerships	Yes	$0.00	$136,865.00		
3	3.3	School Climate	Yes	$67,456.00	$59,897.00		
3	3.6	Communication and Translation Services	Yes	$980.00	$1,871.00		
4	4.1	College and Career Readiness and Career Technical Education	Yes	$18,536.00	$18,536.00		
4	4.2	High School Graduation	Yes	$302,352.00	$302,352.00		
4	4.4	Testing	Yes	$16,859.00	$38,376.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.5**	Testing	Yes	$0.00	$0.00		

2025-26 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)
13,263,425	$1,056,208	0.000%	7.963%	$1,642,640.00	0.000%	12.385%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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 32627(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:

- 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

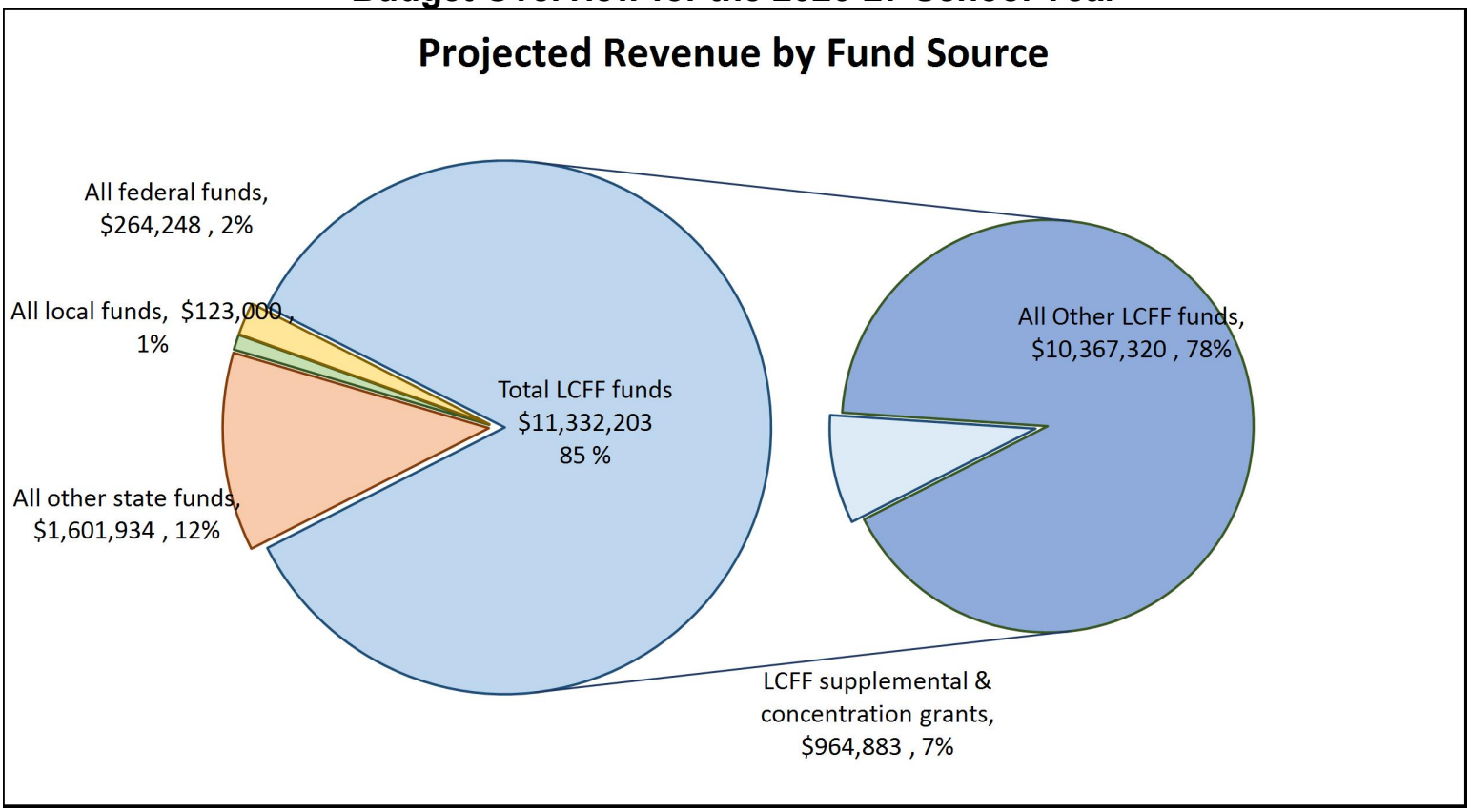
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Helendale
CDS Code: California
School Year: 2026-27
LEA contact information:
Heidi Gasca
Superintendent

(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 2026-27 School Year

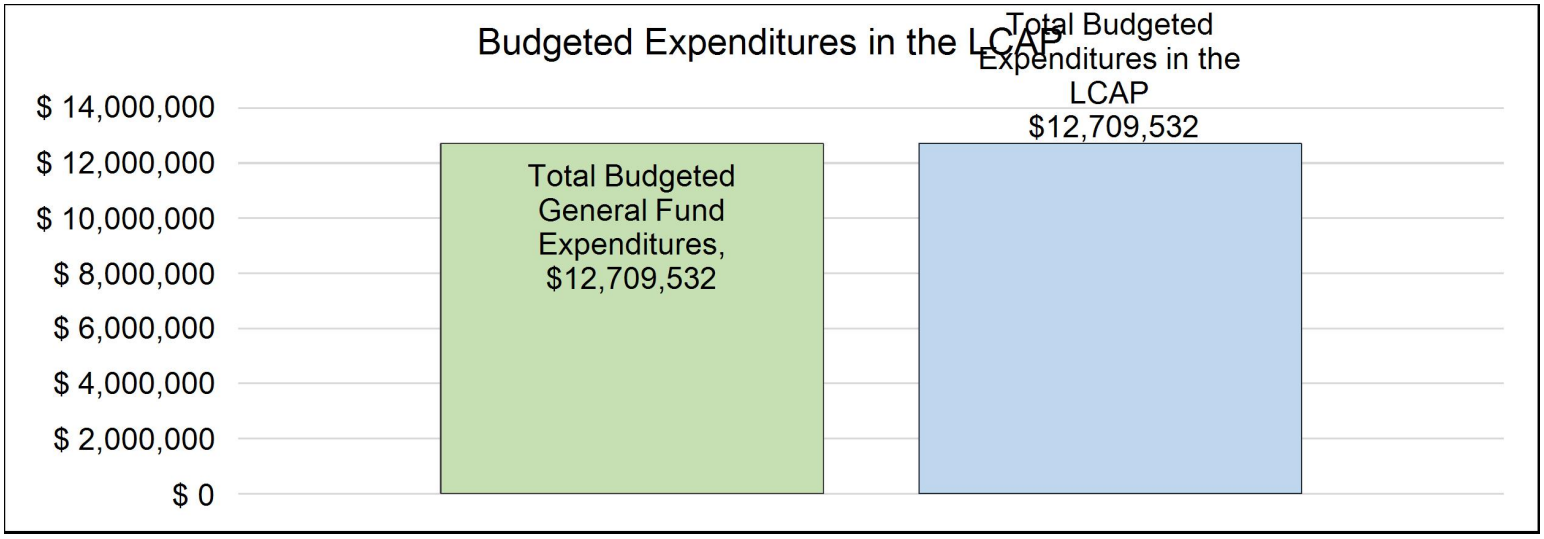


This chart shows the total general purpose revenue Excel Academy Charter School - Helendale expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Helendale is $13,321,385, of which $11,332,203 is Local Control Funding Formula (LCFF), $1,601,934 is other state funds, $123,000 is local funds, and $264,248 is federal funds. Of the $11,332,203 in LCFF Funds, $964,883 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

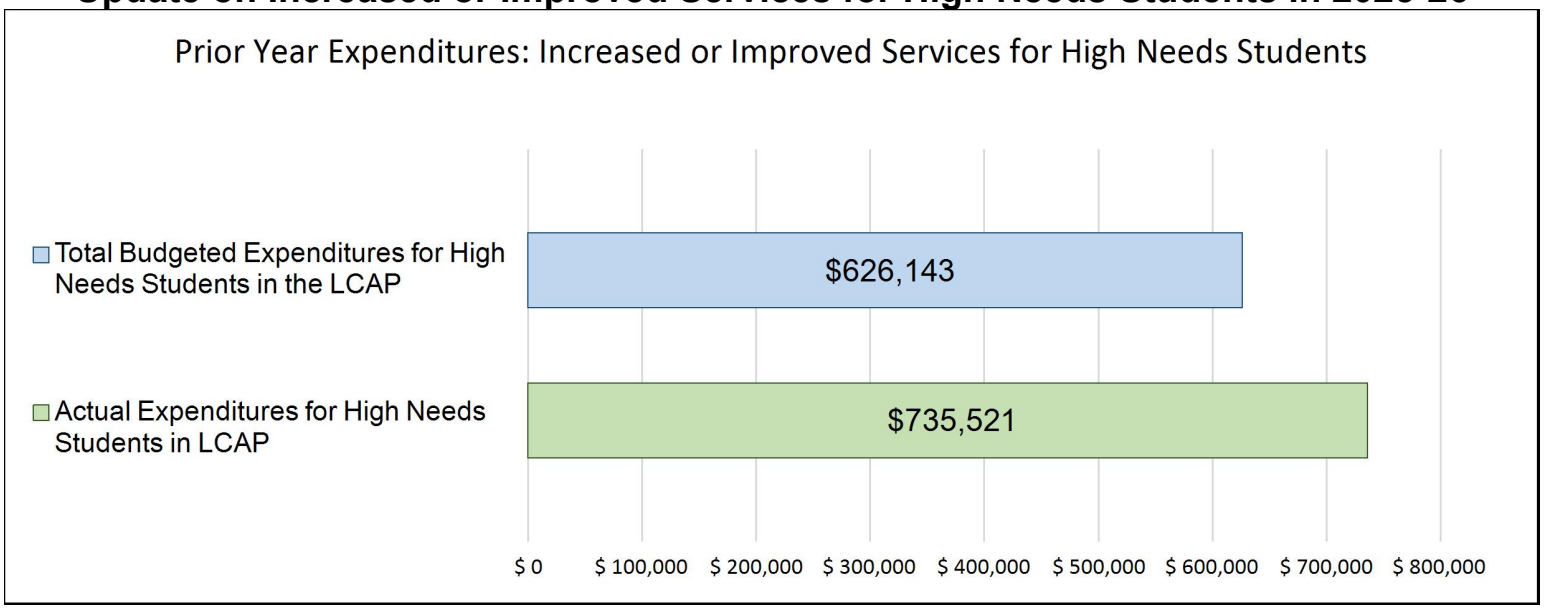
The text description of the above chart is as follows: Excel Academy Charter School - Helendale plans to spend $12,709,532 for the 2026-27 school year. Of that amount, $12,709,532 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Excel Academy Charter School - Helendale is projecting it will receive $964,883 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 $846,287 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 2025-26



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 2025-26, Excel Academy Charter School - Helendale's LCAP budgeted $626,143 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Helendale actually spent $735,521 for actions to increase or improve services for high needs students in 2025-26.

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 Superintendent	hgasca@excelacademy.education (949) 412-3122

Plan Summary [2026-27]

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 tuition-free, non-classroom-based California charter school serving students in grades TK–12 through a highly personalized independent study model. Rooted in flexibility, academic excellence, and whole-child development, EACS empowers students and families with individualized learning experiences designed to meet each student's unique academic, social, and emotional needs. Through strong partnerships between credentialed teachers and parents, students receive the guidance, support, and personalized instruction necessary to cultivate confidence, achievement, and a lifelong love of learning.

EACS offers three distinct educational pathways — the Personalized Elementary Path, Personalized Secondary Path, and Virtual Path — allowing families to select the learning model best aligned with their child's needs, goals, and learning style. Students enrolled in the Personalized Elementary and Secondary Paths work collaboratively with a highly qualified credentialed Teacher of Record (ToR) to develop customized learning plans based on individual educational goals, interests, pacing, and academic readiness. Families may choose from a wide range of pre-approved curriculum options, educational services, instructional materials, and enrichment opportunities to create a comprehensive and engaging educational experience tailored specifically to their student. Throughout each learning period, teachers, students, and parents maintain consistent communication and collaboration through in-person meetings and virtual platforms to monitor academic growth, ensure mastery of grade-level Common Core State Standards, and provide ongoing social-emotional support. Instructional pacing guides, individualized schedules, goal setting, and continuous progress monitoring ensure that students remain supported, challenged, and engaged in meaningful learning. Students enrolled in the Virtual Path in grades 1–8 participate in a structured online classroom environment led directly by credentialed teachers who provide high-quality daily instruction using standards-aligned curriculum. In addition to live instruction, students complete independent learning activities with the support and partnership of parents or guardians,

creating a balanced and accountable learning environment. Every student at EACS benefits from the expertise, mentorship, and oversight of a credentialed teacher who develops personalized learning plans and subject-specific pacing guides to support academic success. Daily and weekly communication between teachers, students, and parents strengthens accountability, nurtures student growth, and reinforces social-emotional well-being. EACS is guided by a strategic vision that prioritizes literacy and mathematics fluency as foundational skills for long-term academic success. Beginning in the early grades, students receive intentional, equity-based, standards-aligned instruction focused on building strong reading, writing, problem-solving, and mathematical reasoning skills. Through early intervention, personalized learning pathways, and ongoing collaboration between teachers and families, EACS ensures students develop the fluency, confidence, and academic readiness needed for success in high school, college, careers, and beyond.

EACS provides a dynamic and flexible high school program that empowers students to pursue personalized pathways aligned with their college, career, and individual goals. Students may choose from a wide range of rigorous textbook and online curriculum options, including UC/CSU-approved A–G courses, honors classes, Advanced Placement (AP), concurrent enrollment college courses, and Career Technical Education (CTE) pathways. With guidance from credentialed ToRs and counselors, students receive individualized academic planning and support to ensure success while meeting California State Standards and graduation requirements. Through strong academic support, career preparation, and recognition programs such as National Honor Society, State Seal of Biliteracy, Valedictorian, and other distinguished honors, Excel Academy fosters high achievement, leadership, and college and career readiness for every student.

Operating on a traditional school calendar with regularly scheduled holidays, EACS is proud to be recognized as a California Distinguished School and is accredited by the Western Association of Schools and Colleges (WASC). This accreditation reflects the school's commitment to educational excellence, student achievement, continuous improvement, and organizational integrity. EACS is dedicated to fostering strong educational partnerships among students, families, educators, and community stakeholders through ongoing communication, collaboration, transparency, and shared commitment to student success.

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 2025-2026 school year, Excel Academy Charter School - Helendale reported an enrollment of 821 students.

47% socio-economically disadvantaged
3.7% English Learners
9% Special Education
1% Homeless
0.12% Foster Youth
48.8% Hispanic/Latino
4.1% African American
0.6%American Indian/Alaska Native
11.1% Asian
1.3% Filipino
0.2% Pacific Islander
24.2% White
8.5% Two or More Races

Mission Statement:
At Excel Academy, we invest in each student by providing a personalized and engaging learning experience centered on a collaborative partnership between school and home that creates unmatched opportunities for excellence and future success.

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

EACS uses the Local Control and Accountability Plan (LCAP) to meet the requirements of the School Plan for Student Achievement (SPSA) to streamline efforts and promote cohesive planning. Integrating goals, actions, and resource allocation into one unified plan ensures that the improvement efforts are strategic, transparent, data driven, and focused on student outcomes. The LCAP/SPSA was approved by the Schoolsite Council (SSC) on May 21,2026, presented to the Governing Board and Educational Partners on June 11, 2026, and approved on June 18, 2026.

Reflections: Annual Performance

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

As a charter school, the 2026–27 Local Control and Accountability Plan (LCAP) will also serve as the school's Single Plan for Student Achievement (SPSA). In accordance with applicable state and federal requirements, this integrated plan incorporates all required SPSA components, including a comprehensive needs assessment, student performance data analysis, measurable goals and outcomes, evidence-based strategies and interventions, resource alignment, educational partner engagement, and ongoing monitoring of student achievement and school effectiveness. Educational partner input and data analysis were used to inform priorities, actions, services, and expenditures to support continuous improvement for all student groups. SPSA requirements are addressed through the corresponding LCAP goals, actions, metrics, expenditures, and annual review process. Excel Academy Charter School (EACS) conducted a comprehensive needs assessment to guide the development of the LCAP and SPSA. This process included a thorough analysis of student performance data, along with meaningful input from educational partners and site-based stakeholders, to identify key strengths, areas for growth, and priority needs. The findings were used to align resources more effectively and drive continuous improvement in student outcomes.

1) Local and State Assessment Data

A) 2025 CA Dashboard Results:

Overall, the 2025 data showed generally positive performance trend across key indicators, with notable gains in College and Career readiness, stability in suspension rates, and maintained performance in English Language Arts (ELA), which held a Green status despite a slight decline of 1.1 DFS points and the addition of more test takers. In ELA subgroup performance, results were varied: Two or More Races (+23.8, Blue) and Asian students (+4.1, Blue) showed strong growth, while White students remained stable in Green (+6.9). However, declines were observed among Hispanic students (-3.5, Yellow), Socioeconomically Disadvantaged students (-8.9, moving to Orange), and Students with Disabilities (-20.3, moving to Red), indicating widening achievement gaps in some subgroups. In Mathematics, overall performance declined by 3.1 DFS points and remained in the Yellow range, with subgroup trends showing continued concern for Hispanic students (-6.3, Orange), Socioeconomically Disadvantaged students (-12.3, Orange), Students with Disabilities (-7.4, Red), and White students (-17.8, Yellow). In contrast, Two or More Races (+16.3, Blue) and Asian students (+9.1, Blue) demonstrated significant improvement.

Beyond academics, positive indicators included a 30.2% increase in College and Career readiness (no performance color indicated), maintenance of a 0% suspension rate in Blue status, and stable chronic absenteeism at -0.1% with a move into Blue. Graduation rate also improved by 5.1%, though no color designation was assigned. Overall, the data reflects strengths in postsecondary readiness and school climate, alongside targeted academic areas requiring continued focus, particularly in math and subgroup performance equity.

CAASPP Data:
The 2024-2025 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 28 points higher in ELA and 28 points higher in math compared to those who enrolled in their first year.
57% of students met or exceeded standards in ELA. There is a 2% increase from the 2023-2024 test scores.
47% of students met or exceeded standards in math. There is a 1.5% decrease from the 2023-2024 test scores.
In comparison to 42 charter schools with similar demographics and enrollment, EACS ranked 12th overall in ELA and 5th overall in math.

EACS attributes 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 teacher-led virtual sessions to help prepare them for the assessments.

B) i-Ready Diagnostic Benchmark Assessments in ELA and Mathematics Results:
As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2025-2026 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). 78% of our students are at or above grade level in ELA with a 14% increase in students meeting or exceeding standards from the fall and 6% year over year growth. In math, 69% of students are meeting or exceeding standards with a significant 20% growth from the fall and 2% year over year growth.

Placement by Student Groups:

English Language Arts
English Learner Students - 35% growth from fall to spring with 50% of students meeting or exceeding grade level expectations, 10% year over year growth from 2025
Socioeconomically Disadvantaged Students - 20% growth from fall to spring with 71% of students meeting or exceeding grade level expectations, over 9% year over year growth from 2025
Students With Disabilities - 7% growth from fall to spring with 46% of students meeting or exceeding grade level expectations, 3% year over year growth from 2025

Mathematics
English Learner Students - 28% growth from fall to spring with 50% of students meeting or exceeding grade level expectations, remained at 50% from 2025 to 2026
Socioeconomically Disadvantaged Students - 20% growth from fall to spring with 59% of students meeting or exceeding grade level expectations, 1.4% year over year growth from 2025
Students With Disabilities - 7% growth from fall to spring with 34% of students meeting or exceeding grade level expectations, 2% year over year decrease from 2025

EACS 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.

C) 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.

WIN Intervention Data:
61% of students participating in a WIN intervention classes grew by one or more grade level in six months. This is a .1% increase from 2025.
59% of students in the math and ELA essentials classes grew by one or more grade levels in five months. This is a 10% increase from 2025.
33% of WIN students are now proficient or near proficient (early or on level) in six months.
72% of 3+ below grade level shifted overall i-Ready placement by 1+ level.
46% of WIN students made adequate annual stretch growth (65% or greater stretch).
53% of WIN students in reading made adequate annual stretch growth (65% or greater stretch).

EACS attributes the progress and success students are demonstrating on state assessments to the consistent support and guidance provided by credentialed teachers, strong communication and collaboration among teachers, parents, and students, and the implementation of targeted interventions and resources designed to meet each student’s individual needs. Students are assessed throughout the year so teachers can adjust instruction based on academic progress and learning needs. The consistent completion of i-Ready personalized lessons helps students strengthen skills and close learning gaps, while test-preparation packets and teacher-led virtual sessions focused on performance tasks provide additional support to help students prepare for state assessments.

Needs Assessment:

EACS administration and teachers completed an in-depth data analysis to identify potential factors contributing to students falling below grade level expectations and scoring at a Level 1 or Level 2 on the CAASPP ELA and math assessments. Through a comprehensive review of disaggregated i-Ready benchmark data, CAASPP results, teacher-reviewed rosters, demographics, attendance, parent involvement, curriculum, disabilities, and local assessment data, staff identified trends, celebrations, and areas requiring targeted support. The analysis revealed contributing factors such as gaps in foundational literacy and numeracy skills, limited access to academic support outside of school, language acquisition challenges for English Learners, and learning interruptions impacting long-term academic growth.

In addition to continuing to increase the school's A-G course offerings, EACS focused on expanding student access to A-G courses, particularly for 9th and 10th grade students. All core A-G required coursework was made accessible to support A-G completion, and additional support was provided for struggling students to meet Algebra 1 requirements and remain on track within the mathematics sequence. EACS also maintained a strong focus on supporting high school graduation success through continual monitoring of student data to identify students in need of intervention and provide support to help students overcome barriers, stay on track with coursework, and successfully graduate. The High School Department also worked toward establishing a more transparent A-G tracking system through the school information system to strengthen student monitoring and academic planning.

English Learners were provided with grade-level appropriate weekly live instruction in reading, writing, listening, and speaking to support English language fluency development. Based on spring i-Ready results, 63% of students participating in English Language Development (ELD) classes demonstrated growth of one or more grade levels within six months. Staff also continued implementation of required ELD curriculum and mandatory live instruction to support language acquisition and increase the number of students achieving Reclassified Fluent English Proficient (RFEP) status.

In addition, EACS identified a continued need to strengthen writing instruction and improve student performance in written expression across grade levels. During the 2025-2026 school year, the school implemented a pilot writing program intended to support writing development and improve student readiness for the CAASPP performance tasks and writing components. Writing assessments were implemented to identify student strengths and areas for improvement across grade levels, while goal setting based on local assessment data supported student growth and ownership of learning. Virtual teachers also utilized NearPod to increase student engagement through interactive lessons and instructional support. However, after reviewing student writing samples, benchmark data, teacher feedback, and assessment outcomes, the pilot writing program did not fully meet the school's expectations for accelerating writing growth or closing identified learning gaps. As a result, EACS is developing a collaborative teacher cohort for the 2026-2027 school year to research, evaluate, and identify a more comprehensive writing program with embedded assessment components and progress-monitoring tools. The cohort will examine programs aligned to state standards and instructional best practices to better support writing instruction, strengthen student analytical and evidence-based writing skills, and increase student preparedness for CAASPP performance tasks and overall academic achievement.

In response, students performing below grade level on i-Ready ELA and math diagnostic assessments receive targeted instruction through the WIN (What I Need) Intervention Program, which provides equity-based resources and interventions designed to accelerate progress toward grade-level proficiency. EACS will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to strengthen skills and close learning gaps. Teachers and leadership also examined grade-level cohorts,

student subgroups, and contiguous enrollment patterns to identify causes of academic decline and implement strategies to increase student performance. Ongoing analysis of i-Ready benchmark reports, quick writes, and student work samples informs instructional planning and pupil outcomes, while goal setting promotes student self-efficacy and motivation. EACS also continues to provide grade-level test preparation packets, virtual test preparation sessions, and practice tests to support student readiness for state assessments and increase participation on required internal and state testing. Professional Learning Community (PLC) meetings provide teachers with ongoing opportunities to collaboratively review student data, monitor academic progress, discuss instructional strategies, identify student needs, and share important information to strengthen instructional practices and improve student outcomes.

EACS remains focused on student progress and success through transparency, consistent communication, and collaboration with educational partners while providing resources, support, and opportunities for all students to continue growing as lifelong learners. Educational partner surveys are utilized to gather feedback and identify areas of strength and improvement, while administrative and leadership teams continue evaluating the effectiveness of the personalized and virtual learning pathways offered to students. Parent education remains a significant area of focus, with opportunities for families to participate in webinars, trainings, Parent Academy events, and Parent Power-Up sessions designed to support learning in the home, student intervention, behavioral health resources, community connections, pacing, curriculum, and instructional materials. EACS also continues to increase educational partner engagement and participation in School Site Council (SSC), Parent Advisory Committee (PAC), and English Learner Advisory Committee (ELAC) meetings to strengthen collaboration, gather input, and support shared decision-making processes that positively impact student achievement and school programs.

EACS also continues to provide opportunities for students to build rapport with peers and strengthen social-emotional well-being through lessons, conversations, and community engagement activities. Continued staff collaboration ensures data-driven decisions that guide instruction, interventions, and resource allocation to meet the needs of all learners, including socioeconomically disadvantaged students, English Learners, and students with disabilities, ultimately strengthening academic skills and closing learning gaps.

(Aligned to Actions 1.1, 1.2, 1.3, 1.7, 1.8, 2.1, 2.4, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

2) Educational Partnership Feedback

A) Annual Survey - Parents/Guardians

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. EACS had 389 more responses this year than in 2025.

Overall Satisfaction Report: Based on 676 parent/guardian responses:

97% 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.
99% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
97% 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.

B) Annual Survey - Students

Overall Satisfaction Report: Based on 377 student responses (grades 6-12), an increase from 196 in 2025. Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high.

99% of survey respondents agree that their teacher is available to speak with them when they need guidance.
93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
89% 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% of survey respondents feel the school does a good job communicating through all forms of communication.

These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems. Survey data demonstrates a strong sense of safety and belonging among students:

98% of students feel safe and welcome to meet with teachers to discuss academic progress.
83% report knowing at least one adult at school they can talk to for support.

These findings indicate that the school maintains a positive and supportive climate characterized by strong adult relationships and a high degree of psychological safety in academic settings.

C) Social Emotional Learning Student Survey Results - Grades 3-12 - 366 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.

84% of students do feel positive energy frequently, which is a strong protective factor.
86% of students are opposed to seeking out counseling support.
92% of students feel consistently safe and cared for with family as the dominant protective anchor.
68% of students are able to regulate their emotions effectively.
95% of students feel they have a strong support system with an adult to speak with.
92% of students report they have a friend whom they can be their authentic self with.
98% of students reported they have a trusted family.

However, students also report intermittent experiences of negative emotions, including sadness, stress, and worry, which are commonly reported as occurring “sometimes” rather than consistently. Additionally, approximately one-third of students indicate occasional difficulty calming down when upset. These results suggest that while students are generally well-supported, there is a continued need to strengthen explicit instruction in emotional regulation and coping strategies. Despite strong reported access to supportive adults, a majority of students (approximately 83–86%) indicate they do not currently feel a need to access counseling services. This may reflect strong reliance on informal supports such as family and teachers, as well as a perception that existing supports are sufficient for current needs. However, this also indicates an opportunity to further normalize and expand awareness of counseling and wellness supports as proactive, preventative resources rather than only crisis-based services.

D) Intervention Student Survey Results

Intervention program survey results reflect universally positive perceptions of program effectiveness and instructional quality:
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.

Qualitative feedback consistently highlights improvements in student academic performance, particularly in reading comprehension, math skills, and student confidence. Additionally, respondents frequently note positive teacher attributes such as patience, clarity of instruction,

and supportive classroom environments. These findings suggest that intervention programs are effectively supporting both academic growth and student engagement.

E) Virtual Path and Excel Teacher Led Classes (ETL) Parent/Guardian Feedback (5 point scale - 5 being extremely satisfied) - 69 ETL respondents, 61 virtual path respondents

Overall, feedback reflects a strong level of satisfaction across key areas of the student experience:

Overall Experience: 4.3 / 5 - Virtual Path and 4.3/5 - ETL Classes
Families and students reported a positive overall experience with the program.

Ease of Navigating Virtual Platforms: 4.2 / 5 - Virtual Path and 4.3/5 - ETL Classes
Responses indicate that students are generally able to navigate virtual learning platforms with relative ease, while also identifying an opportunity to continue strengthening accessibility and user support.

Teacher Support for Students: 4.6 / 5 - Virtual Path and 4.3/5 ETL Classes
Teacher support received the highest rating, demonstrating strong relationships, responsiveness, and a high level of student support from instructional staff.

Meaning: These results reflect positive educational experiences overall, with teacher support emerging as a significant strength and continued opportunities to enhance virtual platform navigation for students.

F) English Language Development Program (ELD) Survey Summary - 3.8/4 (4 being the highest scale score)

Overall, parent feedback on the ELD program was positive. Families reported strong teacher communication, supportive classroom environments, and meaningful student growth in English language development and ELPAC preparation. Parents rated instruction highly and found the ELD curriculum beneficial in supporting vocabulary, reading, writing, and speaking skills. Progress reports were viewed as helpful, especially benchmark scores, teacher comments, and curriculum updates. Families expressed appreciation for caring, supportive teachers and noted increased student confidence and academic growth. Suggested areas of focus include additional one-to-one support and enhanced speaking and writing opportunities.

Meaning: Survey results reflect high satisfaction with the ELD program, with teacher support and student growth identified as key strengths.

(Aligned to Actions 2.3, 3.1, 3.2, 3.3)

3) Educational Partnership Engagement:

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. 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.

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.

Needs Assessment:
Based on educational partner input and local data, EACS remains committed to strengthening relationships between school staff, families, students, and the broader community by building on existing systems that support communication, engagement, academic achievement, and student well-being. EACS will continue maintaining timely, transparent, and accessible communication through multiple platforms while expanding meaningful opportunities for educational partner participation in SSC, ELAC, PAC meetings, learning period meetings, surveys, parent workshops, and school events to ensure family voice is actively included in decision-making and school improvement efforts. Through its flexible and personalized independent study model, EACS provides targeted academic and social-emotional support for all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and other underrepresented groups, using disaggregated benchmark and state assessment data to identify achievement gaps and implement evidence-based interventions in English language arts and mathematics. Administrators, teachers, counselors, case managers, and intervention staff collaborate regularly with families through conferences, IEP meetings, intervention planning, and ongoing communication to monitor progress, establish individualized goals, and ensure students receive timely support. EACS also prioritizes culturally responsive outreach, translated materials, interpreter services, virtual participation opportunities, multicultural awareness activities, and parent education resources related to academic supports, English Learner progress, curriculum access, and student success strategies to ensure all families feel welcomed, informed, valued, and connected to the school community. In addition, EACS is committed to increasing opportunities for student social engagement and community involvement through activities and events such as outdoor classroom experiences, GATE enrichment events, Back to School events, science fairs, spelling bees, Parent Academy and Parent Power-Up events, student recognition activities, and other school-community engagement opportunities designed to strengthen student connectedness, collaboration, and school culture. The school will continue refining intervention programs, strengthening participation in live instruction, increasing survey response rates, and improving outreach and collaboration efforts to ensure all educational partners remain active participants in supporting student achievement, meaningful engagement, and continuous school improvement.

(Aligned to Actions 2.3, 3.1, 3.2, 3.3, 3.6)

4) Learning Recovery Emergency Block Grant (LREBG) Funds

LREBG Funds Expenditure

Excel Academy will fully expend all remaining LREBG funds by June 2027. The school will utilize data from the California Dashboard, educational partner feedback, and student assessment results to identify critical needs aligned with the requirements outlined in EC Section 32526(c)(2). These efforts are designed to support both the academic achievement and social-emotional well-being of students.

Action 4.2: Secondary Transition and Graduation Readiness
Students transitioning from middle school to high school will be closely monitored to ensure they remain on track for graduation. This includes ongoing monitoring of attendance and academic progress, as well as coordinated support from secondary administrators, teachers, and counselors to promote academic success. Excel Academy will continue to raise academic expectations while fostering a supportive environment that eases student transitions through middle and high school (grades 7–12).

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
Weekly Cabinet Meetings - Administrators (Superintendent, Director of Compliance and Special Programs, Director of Business Services, Director of Education, Director of Special Education, Director of Human Resources, Director of Education Services, Director of Communications) Monthly Department Lead Meetings - (Cabinet meeting attendees, Elementary Principal, Secondary Principal, Virtual Principal, Counselors, Business Services, Special Education)	EACS holds Administrative Cabinet Meetings and Department Lead Meetings to support effective strategic planning aligned with a shared mission and vision among educational partners. These meetings focus on collaborative, data-informed decision-making that promotes student academic success and social-emotional well-being, ensuring students are supported in reaching their full potential. They also ensure the overall operations of the school remain successful through ongoing strategic planning across all departments, including in-depth SWOT and needs analysis for each department and specified programs. Additionally, MTSS is reviewed and supported through these meetings to ensure that tiered interventions and student support systems are effectively meeting student needs. Through consistent communication and collaboration among leadership teams, as well as the implementation of procedures, policies, and programs, these meetings play a key role in shaping and informing the development and continuous improvement of the LCAP. Department leads also meet with their individual teams throughout each month for program review, input, and planning to further support implementation, gather feedback, and strengthen instructional programs.
Parents, Guardians, and Community Members	EACS regularly seeks input from advisory groups, including SSC, ELAC, and PAC, throughout the school year to help inform and influence the goals and actions within the LCAP that support improved student learning outcomes. Parent engagement opportunities were provided during quarterly ELAC and SSC meetings held in September 2025, December 2025, February 2026, and May

Educational Partner(s)	Process for Engagement
	2026, where families reviewed student data, provided input on programs, discussed student achievement, and identified areas for improvement. PAC meetings, including Parent Power Up sessions, were also held in November 2025 and March 2026 to gather additional feedback from parents and educational partners. Using Possip, EACS sent monthly pulse surveys to educational partners to support ongoing program development and continuous improvement. EACS also distributed department surveys to parents and guardians of students receiving intervention services, English learners, and students with IEPs, as well as surveys from counselors, to gather feedback and monitor student progress. This input is used to better understand student needs, evaluate program effectiveness, and inform ongoing improvements to instructional practices and supports that promote positive student outcomes. In March, the annual LCAP survey was distributed to all educational partners, and the feedback collected was analyzed and contributed to the development and refinement of the LCAP goals, actions, and services to support ongoing improvement and student success. The Mid-Year LCAP was reviewed in February where student achievement trends and the effectiveness of implemented strategies were evaluated and educational partners had the opportunity to provide feedback and recommendations to the SPSA and LCAP. In May of 2026, the SSC reviewed the 2026-2027 LCAP and SPSA for final consultation, ensuring that the equity focused goals, metrics, and actions were aligned.
PLC (Personal Learning Communities) Meetings	EACS holds monthly PLC meetings comprised of 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. During these collaborative meetings, teachers discuss potential barriers impacting student success, develop plans of support, and implement instructional changes to better meet the needs of all students. PLCs also emphasize ongoing communication with families regarding student strengths and learning gaps by providing strategies, resource tools, guidance, and support designed to strengthen skills and help close learning gaps.
Governing Board	EACS' Governing Board provides insight, feedback, and approval when necessary on policies, procedures, state reporting, surveys, and

Educational Partner(s)	Process for Engagement
	other key accountability measures that support improved student learning outcomes aligned with the LCAP. The Board plays an essential role in ensuring that decisions are consistent with the school's mission, compliant with state requirements, and focused on continuous improvement for student achievement and social-emotional success. Community members and the public are also invited to attend Governing Board meetings, supporting transparency, engagement, and open communication with educational partners. In February of 2026, the Mid-Year LCAP and budget were presented to the board and approved. On June 11, 2026, a public hearing allowed for educational partner review and discussion of the proposed LCAP and SPSA, followed by the formal adoption on June 18, 2026.
Staff Meetings (ALL STAFF)	EACS staff meet throughout the school year to discuss key agenda items related to goals and actions, school safety, culture and climate, procedures and policies, equity-based instruction, and learning opportunities across elementary, middle, and high school levels. These meetings also include the analysis of local and state data, state reports, and other relevant information to inform instructional practice and decision-making. This ongoing collaboration supports the development and continuous refinement of the LCAP and contributes to improved student learner outcomes.
Students	EACS students complete surveys across grade levels as a pulse check on academic progress and social-emotional well-being, providing valuable student feedback that helps the school assess overall engagement, health, and well-being, and inform timely supports, interventions, and instructional adjustments. Counselors also use surveys and check-ins with students to monitor well-being and identify needs for additional support. Students participating in NHS meet throughout the school year to engage in leadership development and service-focused activities. Student Council is offered as an elective course that provides students with structured opportunities to develop leadership skills. Both Student Council and NHS students focus on building leadership characteristics and qualities, collaborating on ideas and planning for the school year, identifying and organizing volunteer opportunities, and addressing student needs to support a positive and inclusive school community.

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

EACS developed its adopted LCAP through a structured process grounded in continuous and expanded educational partner engagement providing meaningful opportunities to develop the 2026-2027 LCAP and SPSA, which reinforces EACS' commitment to overall improvement, transparency, and collaboration.

1) Leadership teams conducted ongoing data dives during administrative, PLC, and Department Lead meetings to review CA Dashboard data, CAASPP, ELPAC, and i-Ready results, examining achievement trends, subgroup performance, and skill gaps in English Language Arts and Mathematics, with an increased emphasis on improving math skills and writing proficiency. Students performing below or approaching grade level were identified to guide targeted interventions and instructional adjustments not only based on collected assessment data, but other contributing factors (i.e. curriculum, attendance, home support, and participation in special education, intervention, and ELD classes).

2) Educational partner engagement was intentionally increased through SSC, ELAC, and PAC meetings, student leadership groups, surveys, school-wide events, and expanded communication channels to ensure consistent and meaningful input from families, students, and staff.

3) Feedback from educational partners was combined with data analysis to inform decision-making and guide LCAP priorities and instructional planning, including ensuring students in grades K-12 have access to an EACS issued Chromebook.

4) LCAP priorities influenced by this process included strengthening tiered supports, expanding targeted academic interventions, increasing instructional resources, emphasizing equity-based instruction for all learners, and supporting goal setting and student self-efficacy.

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, and increase the Distance From Standard (DFS) by two points as reflected on the CA Dashboard.	A baseline will be developed from 2023-2024 ELA CAASPP data. 55% met or exceeded standards 20% nearly met standards 25% not met standards	A baseline will be developed from 2023-2024 ELA CAASPP data. 55% met or exceeded standards 20% nearly met standards	2024-2025 CAASPP Overall ELA Scores 57% met or exceeded standards 21% standards nearly met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	+2% increase in students meeting or exceeding standards; less students not meeting standards DFS - Maintained - 1.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			25% not met standards	22% standards not met	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, and increase the Distance From Standard (DFS) by two points as reflected on the CA Dashboard.	A baseline will be developed from 2023-2024 math CAASPP data.. 48.5% met or exceeded standards 21% nearly met standards 30% not met standards	A baseline will be developed from 2023-2024 math CAASPP data.. 49% met or exceeded standards 21% nearly met standards 30% not met standards	2024-2025 CAASPP Overall Math Scores 47% met or exceeded standards 23% standards nearly met 30% standards not met	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.	-1.5% decrease in students meeting or exceeding standards DFS - Declined by 3.1 points
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency from fall to spring 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%	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%	2026 i-Ready ELA Spring scores ALL Tier 1: 78% Tier 2: 12% Tier 3: 10% English Learners Tier 1: 50% Tier 2: 19% Tier 3: 31 % Socio-Economically Disadvantaged Tier 1: 71% Tier 2: 14% Tier 3: 15% Students With Disabilities Tier 1: 46%	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	ALL +7% EL +10% SED +9% SWD+4%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Tier 2: 8% Tier 3: 46%		
1.4	i-Ready Math Increase the number of students that have met or exceeded grade level proficiency from fall to spring by 2% each year.	2025 i-Ready Math Spring Scores ALL Tier 1: 67% Tier 2: 21% Tier 3: 12% English Learners Tier 1: 50% Tier 2: 20% Tier 3: 30% Economically Disadvantaged Tier 1: 58% Tier 2: 26% Tier 3: 16% Students with IEPs Tier 1: 37% Tier 2: 16% Tier 3: 48%	2025 i-Ready Math Spring Scores ALL Tier 1: 67% Tier 2: 21% Tier 3: 12% English Learners Tier 1: 50% Tier 2: 20% Tier 3: 30% Economically Disadvantaged Tier 1: 58% Tier 2: 26% Tier 3: 16% Students with IEPs Tier 1: 37% Tier 2: 16% Tier 3: 48%	2025 i-Ready Math Spring Scores ALL Tier 1: 69% Tier 2: 21% Tier 3: 10% English Learners Tier 1: 50% Tier 2: 19% Tier 3: 31% Socio-Economically Disadvantaged Tier 1: 59% Tier 2: 27% Tier 3: 14% Students With Disabilities Tier 1: 35% Tier 2: 17% Tier 3: 48%	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	ALL +2% EL maintained SED +1% SWD -2%
1.5	Increase ELPAC levels annually	2023-2024 Summative ELPAC Data - 20% of students are proficient per DataQuest/CDE Level 4 - 20% (well developed) - PROFICIENT Level 3 - 32% (moderately developed)	2023-2024 Summative ELPAC Data - 20% of students are proficient per DataQuest/CDE Level 4 - 20% (well developed) - PROFICIENT	2024-2025 Summative ELPAC Data - 20.83% of students are proficient per DataQuest/CDE	Increase number of RFEP students annually based on the Summative ELPAC score reports - increase by 2%	Level 4 PROFICIENT +0.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2 - 36% (somewhat developed) Level 1 - 12% (beginning to develop)	Level 3 - 32% (moderately developed) Level 2 - 36% (somewhat developed) Level 1 - 12% (beginning to develop)	20.83% Well Developed - PROFICIENT 37.5% Moderately Developed 25% Somewhat Developed 16.67% Beginning Stage Outscored the state percentages of well developed test takers		
1.6	State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials - Achieve full sustainability	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes	Goal to Achieve Full Sustainability of California State Standards for all students, and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. Full sustainability for all areas with the exception of NGSS Science Standards	Goal to Achieve Full Sustainability of California State Standards for all students, and English Language Development (ELD) standards to support English learners in accessing grade-level academic content while developing English language proficiency. Full sustainability for all areas	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with local indicator outcomes	Full Sustainability - 5 in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach	No difference in baseline
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	0% Students lacking textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials	No difference in baseline

Goal Analysis [2025-26]

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, some significantly increased, are a reflection of the needs assessment, projected enrollment, positions, and program enhancements.

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 continued to increase academic achievement for all students through ongoing evaluation of student assessment data, in-depth data analysis, targeted intervention, and standards-aligned instruction in English language arts and mathematics. Teachers and intervention staff regularly analyzed i-Ready diagnostic data, formative assessments, and CAASPP results to identify learning gaps, adjust instructional strategies, and provide differentiated support for students. As a result, Excel Academy students surpassed the statewide percentage of students meeting or exceeding grade-level standards on the CAASPP assessments in both ELA and mathematics.

Fall-to-spring i-Ready data demonstrated measurable academic growth across all ELA and math domains. Students participating in targeted interventions experienced significant gains. In 2026, 61% of students enrolled in the WIN (What I Need) intervention program grew by one or more grade levels within six months. Additionally, 59% of students enrolled in supplemental math and ELA intervention classes demonstrated growth of one or more grade levels within five months, a 10% increase from 2025. By the spring assessment period, 62% of students participating in ELD intervention classes were performing at Early On Grade Level, Mid Grade Level, or Above Grade Level. These outcomes demonstrate that data-driven instruction, targeted interventions, and aligned curriculum resources effectively supported student progress and academic achievement. (Metrics 1.1 through 1.5)

Effectiveness of 1.2: EACS closely monitored the academic progress of low-income pupils, foster youth, English Learners (including Long-Term English Learners), and students with disabilities through local assessments, teacher collaboration, intervention monitoring, and student learner outcome reviews to ensure equitable access to academic success. Student data meetings allowed staff to identify students requiring additional support and implement targeted instructional interventions and resources. In addition to academic support, Excel Academy successfully implemented programs designed to promote social-emotional learning (SEL), character development, and student connectedness. Examples included SEL-focused live sessions, peer collaboration opportunities, counseling supports, and schoolwide engagement activities that encouraged positive peer interaction and relationship building. Student participation in these programs increased throughout the year, and staff observed improved student engagement, communication, and connection with peers and teachers. (Metrics 1.1 through 1.5)

Effectiveness of 1.3: All EACS students were provided access to a broad course of study aligned to California Common Core State Standards through multiple instructional delivery methods, including online curriculum platforms, live instruction, small-group support, independent study resources, and teacher-led guidance. Students received standards-aligned instructional materials in all core subject areas, and credentialed teachers regularly monitored student progress through assessments, assignments, and individualized learning plans. Teachers provided ongoing academic support through live instructional sessions, office hours, intervention opportunities, and individualized communication with students and families to ensure students successfully completed grade-level coursework. These supports increased student access to rigorous curriculum and promoted consistent academic engagement across grade levels. For the 2026-2027 school year, a designated Curriculum Coordinator will provide academic and instructional support through expertise in vetted curriculum, instructional resources, and intervention strategies. (Metrics 1.6 through 1.8)

Effectiveness of 1.4: EACS staff participated in ongoing professional development throughout the year focused on instructional best practices, assessment practices, intervention strategies, educational technology, student support services, and state reporting requirements. Staff received training on digital instructional platforms and tools to support student engagement, progress monitoring, and standards-aligned instruction. In addition to internal trainings, staff were encouraged to attend conferences, webinars, and professional learning opportunities outside of EACS and share key information, resources, and best practices with their department teams. This collaboration strengthened instructional consistency and supported continuous improvement across the school. As a result, staff were better prepared to provide individualized academic and social-emotional support to students and families while improving communication, instructional practices, and student services. (Metrics 1.6 through 1.8)

Effectiveness of 1.5: EACS provided multiple parent training opportunities, workshops, and educational events throughout the year to strengthen family engagement and support student learning. Parents were offered training on a variety of topics, including English Learner progress monitoring and reclassification procedures during ELAC meetings, navigation of parent portal resources, curriculum support tools,

and strategies to support learning at home. Additional opportunities included webinars, curriculum menu trainings, Back-to-School events, Parent Academy activities, and Parent Power-Up workshops. Excel Academy hosted Parent Power-Up events for families across grade levels that provided educational workshops for home educators as well as enrichment activities for students. Parents reported increased confidence in supporting their students academically, and participation in family engagement opportunities continued to increase throughout the year. These efforts strengthened school-home partnerships and improved communication between families and staff. (Metrics 1.6 through 1.8)

Effectiveness of 1.6: All EACS students were provided with instructional strategies and learning experiences connected to the equity-based, grade-level curriculum designed to develop creative and complex thinking, effective communication skills, collaboration, and independent learning habits. Teachers and Case Managers incorporated critical thinking activities, project-based learning opportunities, collaborative discussions, and student-centered instructional practices into live instruction and learning period meetings. Student progress was monitored regularly through live class participation, assignment completion, formative assessments, and individualized teacher conferences. These instructional approaches supported students in becoming engaged learners, effective communicators, and active participants in both their school community and broader global learning environments. Implementation Need: Based on a needs assessment, EACS has added the role of the newly assigned Curriculum Coordinator to provide enhanced instructional support through curriculum alignment, teacher collaboration, progress monitoring, and program implementation to strengthen student outcomes for the 26-27 school year. (Metrics 1.6 through 1.8)

Effectiveness of 1.7: Students performing one or more years below grade level were identified through i-Ready diagnostic assessments and enrolled in the WIN (What I Need) intervention program to receive targeted academic support. Students participated in required weekly intervention sessions led by credentialed teachers who monitored progress, provided individualized instruction, and adjusted supports based on ongoing assessment data. Intervention teachers utilized small-group instruction, skill-specific lessons, progress monitoring tools, and targeted instructional resources to address learning gaps in reading and mathematics. As mentioned in the reflections along with additional data, 61% of participating students demonstrated growth of one or more grade levels within six months, indicating that the intervention program effectively accelerated student learning and improved academic outcomes. (Metrics 1.3 and 1.4)

Effectiveness of 1.8: EACS analyzed and monitored historical i-Ready assessment data, CAASPP results, and California Dashboard indicators to guide instructional practices, curriculum decisions, intervention placement, and program development. Staff regularly reviewed state data tracking systems and analyzed the California Dashboard 5x5 metrics to better understand student performance trends, identify strengths and areas of need, and establish measurable goals for continuous growth, particularly in mathematics and writing. This ongoing data analysis allowed leadership, teachers, and intervention staff to identify students and student groups requiring additional academic support and targeted instruction. As a result, Excel Academy expanded live instructional supports, supplemental intervention classes, and targeted curriculum resources to address identified learning gaps. The analysis also strengthened collaboration between departments by ensuring instructional decisions were aligned with student achievement data and state accountability measures. The effectiveness of Action 1.8 directly supported the implementation of Action 1.7, as data analysis provided intervention teams with the information necessary to identify students performing below grade level, monitor progress, and adjust interventions based on student needs. (Metrics 1.1, 1.2, 1.5 and 1.7)

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.

Description of change to 1.5 - Parent Training allocated funds have been updated to increase opportunities for parent support. This adjustment enhances parent engagement by expanding access to training, resources, and learning opportunities designed to strengthen families' understanding of instructional programs and support student academic success.

Description of change to 1.6 - Identified the inclusion of Specialized Academic Instruction (SAI) classes taught by Case Managers to provide targeted academic support for students with individualized needs. Additionally, EACS added the role of the newly assigned Curriculum Coordinator to provide enhanced instructional support through curriculum alignment, teacher collaboration, progress monitoring, and program implementation to strengthen student outcomes.

Description of change to 1.7 - Student Monitoring and Support has been updated to reflect enhanced academic and social-emotional systems. To more closely monitor performance on the CA Dashboard, the CAASPP metric now includes a goal to increase Distance From Standard (DFS) by two points. Additionally, beginning in 2026–2027, EACS will discontinue Write Score and instead develop a cohort of teachers and staff to research and design a sustainable writing program for full implementation in 2027–2028.

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
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	$123,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 and to promote academic growth, in addition to social-emotional awareness classes and character building.		
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) • Online courses, credit recovery, core programs • Supplemental curriculum, materials, and educational subscriptions supporting Common Core Standards • Extended school year • Curriculum aligned to Common Core Standards • English Language Development (ELD) curriculum • UPK - TK students' instructional support	$10,225,246.00	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+.	$88,970.00	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 Academy, Back to School events, Parent Power-Up, SSC and PAC meetings, and teacher parent training.	$24,504.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies aligned to grade-level curriculum that foster the development of creative and complex thinking, effective communication, community and global engagement, and independent learning skills. This includes Specialized Academic Instruction (SAI) classes taught by Case Managers to ensure individualized academic support and access to instruction. The Curriculum Coordinator will provide ongoing support to teachers and instructional programs through curriculum alignment, instructional guidance, progress monitoring, and professional collaboration to strengthen student learning outcomes. Additionally, students will have opportunities to participate in community events, enrichment activities, and field trips designed to strengthen academic achievement, social-emotional well-being, and overall personal growth. These experiences support students in building meaningful connections, applying learning in real-world settings, and developing the skills needed for long-term success.	$316,604.00	No Yes
1.7	Student Monitoring and Support	1.7 EACS will identify, support, and monitor students performing one or more years below grade level through the “What I Need” (WIN) intervention program. Students will participate in weekly, teacher-monitored intervention sessions to address individual academic needs and close learning gaps. Students performing below grade level on fall i-Ready assessments will also have the opportunity to complete mid-year i-Ready assessments to measure growth and adjust supports. This action also includes the implementation of English Learner (EL) ELD curriculum and direct instruction to support English language development, as well as targeted academic interventions aligned to student needs. Additional supports include a cohort writing group approach to strengthen written expression, support for GATE instruction and testing, and administration of the Reading Difficulties Screener to identify and address early literacy needs. To support the whole child, EACS will continue utilizing Care Solace services to provide access to mental health and wellness resources for students and families.	$286,426.00	No Yes
1.8	Needs Assessment - Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	$45,756.00	No Yes

Action #	Title	Description	Total Funds	Contributing

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	2024-2025 663 Eligible Cumulative Enrollment per DataQuest 2023-2024 Data 1.5% Chronic Absenteeism	2024-2025 821 Eligible Cumulative Enrollment per DataQuest 2023-2024 1.4% Chronically Absenteeism	Continue to maintain or decrease Chronic Absenteeism rate of .01%	Increase in student count and a decrease in the number of chronically absent students moved the metric on the CA Dashboard to blue - the highest

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Green on CA Dashboard Number of Students 545	Blue on CA Dashboard Number of Students 586		level of achievement
2.2	Strive for 0% expulsion rate each year	0% Expulsion Rate	2023-2024 Data 0% Expulsion Rate	2024-2025 Data 0% Expulsion Rate	Maintain 0% expulsion rate each year	Maintained the goal of 0% expulsions
2.3	Strive for 0% suspension rate each year	0% Suspension Rate	2023-2024 Data 0% Suspension Rate	2024-2025 Data 0% Suspension Rate	Maintain 0% suspension rate each year	Maintained the goal of 0% suspensions
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.	100% of teachers are appropriately credentialed for the courses they teach	Meeting the target of 100% of teachers being appropriately certified

Goal Analysis [2025-26]

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.

2025-2026 - 2.4 Technology - Planned budget was surpassed due to staffing and technology needs.
2026-2027 - The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, staffing, and program enhancements.

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

Effectiveness 2.1: Excel Academy strengthened school climate and increased student engagement through proactive family partnerships and consistent academic support structures. Providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) establishes clear expectations for attendance, participation, and academic progress. Students who did not attend required meetings or

complete required assignments, assessments, and coursework were issued a Progress Improvement Notification (PIN) to identify the concern and develop a plan for improvement. Implementation of PIN policies and procedures, along with frequent check-ins, ongoing communication, and pacing guides, supports accountability and early intervention. These strategies collectively contribute to maintaining or improving Average Daily Attendance (ADA), promoting student success, and fostering a collaborative learning environment between the school and families. (Metric 2.1)

Effectiveness 2.2: Excel Academy recruited and retained highly qualified multiple and single-subject teachers, as well as classified staff, is reflected in the school's ability to maintain appropriately credentialed and well-qualified personnel in positions that support student achievement and school operations. Competitive salary schedules and benefits packages contributed to staff retention and recruitment efforts, while appropriate staff assignments ensured compliance and continuity of instruction and services. These efforts supported a stable educational environment, strengthened organizational capacity, and promoted consistent support for students and families. (Metric 2.4)

Effectiveness 2.3: Excel Academy monitored the effectiveness of the action through increased communication, family awareness, and engagement in school activities and decision-making processes. Excel Academy provided frequent communication with parents, guardians, and students by notifying them of school events, opportunities, and resources through the school's main communication platform, Beehively, as well as emails, the school website, and social media platforms. Excel Academy built partnerships for student outcomes by sending timely notifications regarding surveys, parent informational meetings (i.e., ELAC, SSC, and PAC), and Board of Directors public meetings to all families through email, the website, and other social media platforms while ensuring the participation and engagement of underrepresented families. As a result, the school experienced an increase in community partnership engagement and survey responses, demonstrating stronger family involvement and participation in school programs and decision-making processes. These outreach efforts strengthened partnerships between the school and families, promoted transparency, and supported greater participation among all stakeholders. Consistent and accessible communication contributed to improved family engagement and stronger support for positive student outcomes. (Metrics 2.1 through 2.4)

Effectiveness 2.4: Excel Academy demonstrated through increased student access to instructional technology and enhanced support for student engagement and 21st Century learning skills. In addition, the school continuously monitored student needs to identify and provide additional technological support where necessary. Professional development opportunities were provided to staff to strengthen instructional practices, promote student engagement, and support the integration of technology into learning. These efforts contributed to improved access to instruction, increased student participation, and the development of critical skills for students. (Metrics 2.1 and 2.4)

Effectiveness 2.5: Excel Academy focused on providing professional development and ongoing communication related to cultural awareness, which is reflected in increased staff understanding of diverse student backgrounds, improved cultural responsiveness, and stronger relationships between staff, students, and families. Ongoing discussions about cultural sensitivity, as well as strategies for effectively communicating and approaching individuals and topics with respect and awareness, further strengthened staff capacity to foster an inclusive environment. Through these professional development opportunities and continued dialogue, staff enhanced their ability to create equitable and supportive learning environments that value diversity. These efforts contributed to improved communication, increased student engagement, and a more positive school climate for all students and families. (Metrics 2.1 through 2.4).

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.

Changes to 2.4 - Technology - The school increased its purchases of Chromebooks for students across grades K-12 to ensure equitable access to instruction, assessments, and digital learning resources.

Changes to 2.5 - Professional Development - Cultural Awareness - Increase overall expenditures using the recent Student Support and PD Grant to provide more opportunities for all educational partners to learn about cultural awareness, acceptance, and inclusion.

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.	$83,814.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	$139,701.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. EACS 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.	$72,602.00	No Yes
2.4	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.	$108,937.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development	2.5 Improve cultural awareness by providing increased professional development opportunities for all educational partners to focus on culturally responsive practices and activities that promote understanding, inclusion, and acceptance among students, families, staff, and the broader school community.	$8,200.00	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%	Year 1 Outcome - 2024-2025 287 Responses from Educational Partners There were more responses that impacted the overall	Year 2 Outcome - 2025-2026 676 Responses from Educational Partners There were more responses that impacted the overall	Maintain or increase by 2%	Surpassed number of responders by 389 and still stayed in the high 97% echelon

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2026.	percentages. With a 97% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2027.		
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	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.	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,	Overall Satisfaction Report: Based on 676 parent/guardian responses: 97% 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. 99% of survey respondents agree that EACS clearly communicates academic expectations,	Maintain or increase by 2%	Surpassed number of responders by 389 and still stayed in the high 97% echelon

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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.	encourages academic excellence, student progress, and provides a safe and welcoming environment. 95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students. 99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	97% 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		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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	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 377 student responses (grades 6-12), an increase from 196 in 2025. Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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). 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	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.	99% of survey respondents agree that their teacher is available to speak with them when they need guidance. 93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress. 89% 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.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that can be maintained and improved upon.	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). 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	97% of survey respondents feel the school does a good job communicating through all forms of communication. These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems. Survey data demonstrates a strong sense of safety and belonging among students: 98% of students feel safe and welcome to meet with teachers to discuss academic progress. 83% report knowing at least one adult at school they can talk to for support.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.	These findings indicate that the school maintains a positive and supportive climate characterized by strong adult relationships and a high degree of psychological safety in academic settings.		
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.	The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year.	Consistent plan and review process	Met the standard of implementing a consistent plan and review process

Goal Analysis [2025-26]

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.

2026-2027 - The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, staffing, and program enhancements.

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. (Metrics 3.1 and 3.2)

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.(Metrics 3.1 through 3.3)

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. (Metrics 3.1 through 3.3)

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. (Metric 3.3)

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. (Metric 3.3)

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. (Metrics 3.1 through 3.3)

Effectiveness 3.7: Operations of Excel Academy are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, administration, and the school leadership team. (Metric 3.3)

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.

Changes to 3.5 - School Climate and School Safety - The action will include the cost related to the extensive Safe Schools annual training series.

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/LCAP updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.	$4,100.00	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 (i.e. intervention coordinators, materials, and conferences).	$122,882.00	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.	$56,375.00	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.	$145,154.00	No

Action #	Title	Description	Total Funds	Contributing
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. This action also includes the extensive Safe Schools training series.	$656.00	No
3.6	Communication and Translation Services	3.6 EACS will provide notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by staff.	$820.00	Yes
3.7	School Operating Services	3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, 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.

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	2024 CA Dashboard Data 91.7% graduated, number of students = 24	2025 CA Dashboard Data 96.8% graduated, number of students = 31 (no	Increase the graduation rate and decrease the dropout rate	Increased number of graduates by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Maintained by 0.8%) No performance color on the CA Dashboard	color assigned on the dashboard)		
4.2	Access to a Broad Curriculum: College/Career - CA Dashboard Career Technical Education (CTE) Participation	College/Career - Baseline from 2024 CA Dashboard Data Develop a baseline for CTE participants and UC/CSU preparedness - Increase in CTE Program Participation	2024 CA Dashboard Data Prepared 37.5% , number of students = 24 students - Increased by 23.9% (no color on the dashboard)	2025 CA Dashboard Data Prepared 67.7% - 31 students - (no color on the dashboard) Increased 30.2%	Increase preparedness on the CA Dashboard	Increased preparedness by 30%
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 - CTE Pathway Program Participation = 18 students	2025-2026 - CTE Pathway Program Participation = 24 students	Increase number of students enrolled in A-G courses required for UC/CSU Admission	Increased participation by 6 students

Goal Analysis [2025-26]

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.

2026-2027 - The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, staffing, and program enhancements.

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 aligns student strengths and interests to postsecondary goals and continues to develop Career Technical Education (CTE) pathways to increase CTE completers and prepare students for the 21st-century workforce and global competencies. This action aligns to Metric 4.2 (Broad Course of Study/College & Career/CTE) through the expansion of CTE pathways and career exploration opportunities and to Metric 4.3 (A-G/College & Career Preparedness) by promoting postsecondary readiness and student preparation for college and career success. (Metrics 4.2 and 4.3)

Effectiveness 4.2:Students transitioning from middle to high school are monitored to ensure they remain on track for graduation through attendance monitoring, teacher collaboration, academic supports, increased rigor, and transition-focused guidance. This action aligns to Metric 4.1 (Graduation Rate) because it focuses on early identification, intervention, and student support systems designed to improve persistence and high school completion.(Metric 4.1)

Effectiveness 4.3: Excel Academy provides high-quality instruction and curriculum that promote graduation and college and career readiness through academic interventions. The school continuously reviews and strengthens high school curriculum to maintain engaging and rigorous coursework. This action aligns to Metric 4.1 (Graduation Rate) by supporting academic success and course completion, Metric 4.2 (Broad Course of Study/College & Career/CTE) through access to rigorous and varied coursework, and Metric 4.3 (A-G/College & Career Preparedness) by preparing students for postsecondary opportunities. (Metrics 4.1 through 4.3)

Effectiveness 4.4: Excel Academy ensures all students, particularly low-income students, English learners, foster youth, and students with disabilities, have access to intensive CAASPP preparation through grade-level ELA and math test preparation packets, teacher-led performance task sessions, and practice assessments. This action aligns to Metric 4.1 (Graduation Rate) by supporting academic achievement and reducing barriers to student success and Metric 4.3 (A-G/College & Career Preparedness) through strengthening college and career readiness skills in ELA and mathematics. (Metrics 4.1 and 4.3)

Effectiveness 4.5: Excel Academy covers Advanced Placement (AP) exam costs for low-income and foster youth students experiencing financial hardship. This action aligns to Metric 4.3 (A-G/College & Career Preparedness) by increasing equitable access to rigorous coursework and opportunities that support college readiness and postsecondary success. (Metric 4.3)

Effectiveness 4.6: Excel Academy is expanding A-G course offerings to ensure all students have equitable access to graduate as A-G completers and continues to strengthen partnerships with community colleges to promote dual enrollment and college credit opportunities. This action aligns to Metric 4.2 (Broad Course of Study/College &Career/CTE) through expanded course access and Metric 4.3 (A-G/College & Career Preparedness) by increasing college eligibility and readiness opportunities. (Metrics 4.2 and 4.3)

Effectiveness 4.7: Excel Academy analyzes 8th–10th grade i-Ready data and 8th grade CAASPP performance to determine whether students are on track for success in high school coursework and 11th grade CAASPP assessments. Targeted interventions and resources are provided to students requiring additional support. This action aligns to Metric 4.1 (Graduation Rate) through early intervention and academic monitoring and Metric 4.3 (A-G/College & Career Preparedness) by ensuring students are academically prepared for rigorous coursework and postsecondary pathways. (Metrics 4.1 and 4.3)

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), Career Technical Education (CTE), and A-G courses. Through ongoing data collection, progress monitoring, and analysis of student performance indicators, student learning needs, academic trends, and opportunities for intervention and enrichment are identified for middle and high school students. This targeted monitoring supports individualized guidance, promotes college and career readiness, and informs efforts to increase student enrollment and success in rigorous coursework, including AP, CTE, and A-G pathways. The continued goal is to expand equitable access and participation in these courses while improving overall student achievement and postsecondary preparedness.

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.

Changes to 4.2 - Secondary Transition and Graduation Readiness - A reference was added to indicate that secondary administrators and counselors will be providing coordinated support for students in grades 7-12. LREBG funds are directly tied to action 4.2

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.	$19,499.00	No Yes
4.2	High School Graduation	Secondary Transition and Graduation Readiness - Students transitioning from middle school to high school will be closely monitored to ensure they remain on track for graduation. This includes ongoing monitoring of attendance and academic progress, as well as coordinated support from secondary administrators, teachers, and counselors to promote academic success. Excel Academy will continue to raise academic expectations while fostering a supportive environment that eases student transitions through middle and high school (grades 7–12).	$231,659.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	$584,815.00	No
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP and ELPAC preparation, specifically low income, EL, foster-youth students, and students with disabilities.	$10,990.00	No Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.	$0.00	Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	$7,918.00	No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$964,883	$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
9.704%	0.000%	$0.00	9.704%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	**Action:** Parent Training **Need:** Parents - Home Educators **Scope:** 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
1.6	**Action:** Grade Level Curriculum and Instruction **Need:** 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. **Scope:** 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
1.7	**Action:** Student Monitoring and Support **Need:** All unduplicated students who need additional support, resources, monitoring, guidance, and	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 expectations. The SST and IEP teams will review	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
	interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success. **Scope:** LEA-wide	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.	Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
1.8	**Action:** Needs Assessment - Data Analysis **Need:** Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study. **Scope:** LEA-wide	EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.	CA Dashboard, i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments
2.3	**Action:** Educational Partner Communication **Need:** 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 participate in surveys and have open lines of communication so their voices can be heard.	Effective communication and involvement with educational partners are essential and universally needed to support all students	Survey results, feedback on social media platforms, communication with staff

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
	Scope: LEA-wide		
2.4	**Action:** Technology **Need:** 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. **Scope:** LEA-wide	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
3.2	**Action:** Educational Partner Partnerships **Need:** All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate. **Scope:** LEA-wide	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.3	**Action:** School Climate **Need:** EACS needs to gauge the well-being of unduplicated students to ensure that the	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 through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a	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
	school is providing an environment where students can thrive. **Scope:** LEA-wide	learning environment that is safe, positive, inclusive, and welcoming for all.	
3.6	**Action:** Communication and Translation Services **Need:** Unduplicated students needing translation services and support - EL students, parents, and guardians **Scope:** LEA-wide	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.1	**Action:** College and Career Readiness and Career Technical Education **Need:** 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. **Scope:** LEA-wide	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
4.2	**Action:** High School Graduation	All students are deserving of and provided an equity-based education to be set up for success	Transcripts, report cards, course completion, attendance, teacher-

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
	Need: 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. **Scope:** LEA-wide	with proper support and guidance to be able to graduate.	parent-student communication and conferences
4.4	**Action:** Testing **Need:** All unduplicated students need access to resources to successfully prepare for state assessments. **Scope:** LEA-wide	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
4.5	**Action:** Testing **Need:** Low-income pupils and foster youth **Scope:** LEA-wide	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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 unduplicated pupils requiring targeted interventions were identified through a collaborative data review process involving the Superintendent, administration, and school leadership team. The methodology used to determine the contribution of limited actions toward the proportional percentage of increased or improved services included an analysis of student performance data, educational partner feedback, and identified areas of need specific to unduplicated student groups.

The school leadership team reviewed multiple data sources, including i-Ready diagnostic data, state assessment results such as CAASPP and ELPAC, graduation indicators, attendance trends, and college and career readiness metrics to identify performance gaps and barriers impacting student success. Educational partner input gathered through surveys, meetings, and ongoing communication with families, staff, and students also informed the prioritization of services and supports.

Limited actions associated with a Planned Percentage of Improved Services were determined to contribute toward meeting the increased or improved services requirement because they are principally directed toward addressing the identified needs of unduplicated pupils and are expected to be effective in increasing access to academic intervention, enhancing instructional supports, improving engagement, and strengthening college and career readiness outcomes. These actions focus on increasing the quality of services through targeted interventions, progress monitoring, expanded academic supports, and intentional educational partner engagement.

As a result of these increased and improved services, the school expects measurable improvements in student engagement and academic achievement, including growth in i-Ready performance, CAASPP and ELPAC outcomes, graduation rates, and college and career readiness indicators for unduplicated student groups.

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

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

2026-27 Total Planned 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	9,943,137	964,883	9.704%	0.000%	9.704%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,720,350.00	$1,601,934.00	$123,000.00	$264,248.00	$12,709,532.00	$8,116,776.00	$4,592,756.00

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	2026-27	$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		2026-27	$123,904.00	$0.00	$123,904.00	$0.00	$0.00	$0.00	$123,904.00	
1	1.3	Broad Course of Study	All	No			All Schools	2026-27	$6,688,673.00	$3,536,573.00	$8,861,314.00	$1,119,905.00	$123,000.00	$121,027.00	$10,225,246.00	
1	1.4	Professional Development	All	No			All Schools	2026-27	$0.00	$88,970.00	$8,610.00	$80,360.00	$0.00	$0.00	$88,970.00	
1	1.5	Parent Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$20,609.00	$3,895.00	$24,504.00	$0.00	$0.00	$0.00	$24,504.00	
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	2026-27	$203,431.00	$113,173.00	$185,662.00	$130,942.00	$0.00	$0.00	$316,604.00	
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	2026-27	$234,970.00	$51,456.00	$129,858.00	$136,229.00	$0.00	$20,339.00	$286,426.00	
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	2026-27	$35,703.00	$10,053.00	$45,756.00	$0.00	$0.00	$0.00	$45,756.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2026-27	$83,814.00	$0.00	$83,814.00	$0.00	$0.00	$0.00	$83,814.00	
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2026-27	$139,701.00	$0.00	$139,701.00	$0.00	$0.00	$0.00	$139,701.00	
2	2.3	Educational Partner Communication	All English Learners Foster Youth	No Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-27	$64,812.00	$7,790.00	$72,602.00	$0.00	$0.00	$0.00	$72,602.00	

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										
2	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$108,937.00	$107,092.00	$1,845.00	$0.00	$0.00	$108,937.00	
2	2.5	Professional Development	All	No			All Schools	2026-27	$0.00	$8,200.00	$0.00	$8,200.00	$0.00	$0.00	$8,200.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2026-27	$0.00	$4,100.00	$4,100.00	$0.00	$0.00	$0.00	$4,100.00	
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	$116,929.00	$5,953.00	$0.00	$0.00	$0.00	$122,882.00	$122,882.00	
3	3.3	School Climate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$56,375.00	$56,375.00	$0.00	$0.00	$0.00	$56,375.00	
3	3.4	Student Services	All	No			All Schools	2025-26	$145,154.00	$0.00	$145,154.00	$0.00	$0.00	$0.00	$145,154.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2026-27	$0.00	$656.00	$656.00	$0.00	$0.00	$0.00	$656.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$0.00	$820.00	$0.00	$820.00	$0.00	$0.00	$820.00	
3	3.7	School Operating Services	All	No			All Schools	2026-27	$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	2026-27	$19,499.00	$0.00	$19,499.00	$0.00	$0.00	$0.00	$19,499.00	
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	2026-27	$231,659.00	$0.00	$108,026.00	$123,633.00	$0.00	$0.00	$231,659.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2026-27	$0.00	$584,815.00	$584,815.00	$0.00	$0.00	$0.00	$584,815.00	
4	4.4	Testing	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$10,990.00	$10,990.00	$0.00	$0.00	$0.00	$10,990.00	
4	4.5	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	**4.6**	A-G and Career Technical Education Courses	All	No			All Schools	2026-27	$7,918.00	$0.00	$7,918.00	$0.00	$0.00	$0.00	$7,918.00	
4	**4.7**	Needs Assessment - Data Analysis	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 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
9,943,137	964,883	9.704%	0.000%	9.704%	$884,268.00	0.000%	8.893 %	**Total:**	$884,268.00
								LEA-wide Total:	$884,268.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$123,904.00	
1	1.4	Professional Development				All Schools	$8,610.00	
1	1.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,504.00	
1	1.6	Grade Level Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$185,662.00	
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,858.00	
1	1.8	Needs Assessment - Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income		$45,756.00	
2	2.3	Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$72,602.00	

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		$107,092.00	
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		$56,375.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	$0.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		$19,499.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		$108,026.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,990.00	
4	4.5	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,377,824.00	$8,007,612.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Achievement	No	$0.00	$0.00
1	**1.2**	Student Monitoring	Yes	$64,844.00	$64,832.00
1	**1.3**	Broad Course of Study	No	$8,691,984.00	$6,701,456.00
1	**1.4**	Professional Development	No	$51,805.00	$30,605.00
1	**1.5**	Parent Training	Yes	$9,576.00	$10,000.00
1	**1.6**	Grade Level Curriculum and Instruction	No Yes	$29,312.00	$28,582.00
1	**1.7**	Student Monitoring and Support	No Yes	$134,310.00	$116,332.00
1	**1.8**	Needs Assessment - Data Analysis	No Yes	$8,292.00	$8,292.00
2	**2.1**	School Climate and Student Engagement	No	$35,661.00	$35,661.00

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	2.2	Certificated and Classified Salaries and Benefits	No	$104,333.00	$104,333.00
2	2.3	Educational Partner Communication	No Yes	$119,110.00	$128,510.00
2	2.4	Technology	No Yes	$114,146.00	$305,344.00
2	2.5	Professional Development	No	$0.00	$0.00
3	3.1	Educational Partner Engagement	No	$0.00	$0.00
3	3.2	Educational Partner Partnerships	No Yes	$83,697.00	$86,573.00
3	3.3	School Climate	No Yes	$41,344.00	$36,711.00
3	3.4	Student Services	No	$128,499.00	$128,500.00
3	3.5	School Climate and School Safety	No	$0.00	$0.00
3	3.6	Communication and Translation Services	Yes	$600.00	$1,147.00
3	3.7	School Operating Services	No	$0.00	$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)
4	**4.1**	College and Career Readiness and Career Technical Education	No Yes	$11,361.00	$11,361.00
4	**4.2**	High School Graduation	No Yes	$185,313.00	$185,313.00
4	**4.3**	High School Curriculum and Instruction	No	$539,390.00	$539.390.00
4	**4.4**	Testing	Yes	$10,333.00	$23,521.00
4	**4.5**	Testing	Yes	$0.00	$0.00
4	**4.6**	A-G and Career Technical Education Courses	No	$13,914.00	$0.00
4	**4.7**	Needs Assessment - Data Analysis	No	$0.00	$0.00

2025-26 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)
$891,730	$626,143.00	$1,009,469.00	($383,326.00)	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	$64,844.00	$64,832.00		
1	1.5	Parent Training	Yes	$9,576.00	$12,951.00		
1	1.6	Grade Level Curriculum and Instruction	Yes	$29,312.00	$28,582.00		
1	1.7	Student Monitoring and Support	Yes	$126,532.00	$116,332.00		
1	1.8	Needs Assessment - Data Analysis	Yes	$8,292.00	$8,292.00		
2	2.3	Educational Partner Communication	Yes	$119,110.00	$128,510.00		
2	2.4	Technology	Yes	$19,526.00	$305,344.00		
3	3.2	Educational Partner Partnerships	Yes	$0.00	$86,573.00		
3	3.3	School Climate	Yes	$41,344.00	$36,711.00		
3	3.6	Communication and Translation Services	Yes	$600.00	$1,147.00		
4	4.1	College and Career Readiness and Career Technical Education	Yes	$11,361.00	$11,361		
4	4.2	High School Graduation	Yes	$185,313.00	$185,313		
4	4.4	Testing	Yes	$10,333.00	$23,521		

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)
4	**4.5**	Testing	Yes	$0.00	$0.00		

2025-26 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)
$9,043,918	$891,730	0.00%	9.860%	$1,009,469.00	0.000%	11.162%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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,

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- 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.

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- **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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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 32627(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:

- 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 2026-2027 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools

Section: VII. Education/Student Services
Item: B. Approval of 2026-2027 Local Performance Indicator Self-Reflection Reports for Excel Academy Charter Schools
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Indicator_Self-Reflection_25-26_Indicators_Excel_Academy_Charter_School_-_Warner_20260602 FINAL (1).pdf
2026_Local_Indicator_Self-Reflection_25-26_Indicators_Excel_Academy_Charter_School_-_Helendale_20260602 FINAL (1).pdf

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Excel Academy Charter School - Warner	Heidi Gasca Superintendent	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
2023-2024	56.6	76.7%	22.8%	0.0%	0.0%	0.5%	0.0%	0.0%

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 educational model rooted in personalized learning, flexible instructional schedules, and a proven Multi-Tiered System of Supports (MTSS) designed to meet the diverse academic, social-emotional, and developmental needs of TK–12 students. EACS provides equity-based curriculum options vetted to align with California State Board of Education adopted standards and maintain academic rigor across grade levels and content areas. Through collaboration among credentialed teachers, parents, and students, individualized learning plans are developed and monitored to support mastery of grade-level Common Core State Standards.

EACS uses locally selected measures to monitor academic standards implementation and student progress, including i-Ready benchmark diagnostic assessments in English Language Arts (ELA) and mathematics, CAASPP and ELPAC results, standards-based assignments, work samples, teacher observations, student portfolios, and progress monitoring meetings. Additional measures include graduation data, college and career readiness indicators, and educational partner feedback. These tools provide multiple data points to guide instruction, monitor growth, identify learning gaps, and ensure alignment to state standards.

Assessment data is regularly reviewed with the governing board, educational partners, and through the California School Dashboard. EACS has established goals to increase the percentage of students meeting or exceeding standards in ELA and mathematics by 2% annually, and improve graduation and college and career readiness indicators.

EACS continues implementing California academic standards across all subject areas. ELA and mathematics instruction is aligned to Common Core standards and supported through differentiated instruction, intervention, and standards-based curriculum. English Language Development (ELD) standards are integrated through designated and integrated supports informed by ELPAC data.

Implementation of the Next Generation Science Standards (NGSS) includes inquiry-based learning that promotes critical thinking and problem-solving. History-Social Science emphasizes literacy, civic engagement, and historical analysis. Career Technical Education (CTE), Health, Physical Education, Visual and Performing Arts, and World Language programs support wellness, creativity, communication, cultural awareness, and college and career readiness through standards-aligned instruction.

Mission Statement
At Excel Academy, we invest in each student by providing a personalized and engaging learning experience centered on a collaborative partnership between school and home that creates unmatched opportunities for excellence and future success.

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					5
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					5
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					5
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.

Excel Academy Charter School (EACS) remains committed to implementing California State Board of Education adopted academic standards through a personalized learning model supporting all students. Ongoing professional development, instructional coaching, and collaborative planning ensure curriculum alignment and effective instruction across content areas.

EACS uses data-driven decision-making, progress monitoring, and collaboration among teachers, students, and parents to provide differentiated instruction and equitable access to rigorous, standards-aligned learning opportunities.

All English Learner (EL) students receive targeted English Language Development (ELD) instruction from credentialed teachers with CLAD authorization. Instruction includes asynchronous curriculum programs with synchronous small-group instruction focused on listening, speaking, reading, and writing. Long-Term English Learners (LTELs) receive additional support through the Student Success Team (SST) process to address language needs and accelerate English proficiency.

EACS provides NGSS-aligned science instruction across grade levels. Students in grades 7–12 may participate in teacher-led science courses using the Bright Thinker curriculum and hands-on lab kits to support scientific inquiry and standards mastery.

The LEA continues integrating social-emotional learning, college and career readiness, and technology-based instruction to support student success and growth.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. 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. EACS had 389 more responses this year than in 2025.

Overall Satisfaction Report: Based on 676 parent/guardian responses:

97% 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.
99% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.

95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
97% 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 educational partner input and local data, EACS will continue to strengthen and refine its focus on improving relationships between school staff and families while building on the strong systems already in place. Educational partner feedback indicates overall positive experiences with communication, engagement, and access to school information; therefore, the primary focus moving forward is not on redesigning systems, but on deepening participation, expanding consistency, and increasing meaningful engagement opportunities for all educational partners.

EACS will continue implementing effective communication practices that have proven successful in keeping educational partners informed and connected to student learning. The school remains committed to maintaining timely, transparent, and accessible communication through multiple platforms that support consistent two-way interaction. As education continues to evolve, EACS is also committed to staying current with communication tools and practices that enhance connection, accessibility, and responsiveness between school staff and families.

A key area for continued improvement is increasing participation in structured collaboration opportunities such as SSC, ELAC, and PAC meetings. While these opportunities are currently in place, EACS recognizes the importance of further encouraging consistent family involvement and expanding awareness so that more educational partners can actively contribute to shared decision-making and school improvement efforts. Increasing engagement in these committees will support deeper collaboration and ensure that diverse voices are represented in school planning and student support.

In addition, in-person and virtual learning period meetings will continue to serve as an essential bridge between home and school. EACS will focus on refining these touchpoints to ensure they remain meaningful, accessible, and responsive to educational partner needs. Strengthening attendance and participation in these meetings will further enhance the connection between families and instructional staff and support ongoing collaboration around student progress.

Another area of focus is the continued use of educational partner surveys. Survey feedback has been valuable in identifying strengths and guiding improvements in communication, instructional support, and engagement practices. EACS will work to increase response rates and ensure that feedback collected from educational partners is consistently analyzed and used to inform decision-making and improve family engagement strategies.

Overall, EACS remains committed to strengthening relationships between school staff and families by building upon existing strengths while intentionally improving participation, communication consistency, and engagement opportunities. These efforts will ensure that all educational partners continue to feel informed, valued, and actively involved in supporting student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EACS is committed to strengthening engagement with underrepresented families by creating meaningful, accessible, and culturally responsive opportunities for participation and collaboration. EACS recognizes that strong family-school partnerships are essential to student success, especially within an independent study charter model where ongoing communication and support are critical to student engagement and academic progress.

Through its flexible and personalized learning model, EACS provides customized educational experiences designed to support all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and other underrepresented student groups. This commitment extends through intentional outreach efforts that ensure all families feel welcomed, informed, valued, and connected to the school community.

Teachers, students, and parents collaborate regularly through learning period meetings, academic support meetings, IEP meetings, parent-teacher conferences, and intervention planning sessions to monitor student progress and establish individualized academic goals. EACS also provides virtual participation opportunities, translated materials when needed, and multiple communication platforms to increase accessibility and engagement for all families.

To improve engagement of underrepresented families, EACS provides parent education opportunities and workshops that equip families with tools and resources to support student success at home. These include training related to English Learner progress and reclassification, parent portal access, curriculum resources, webinars, Parent Academy informational sessions, Parent Power-Up events, Back to School events, intervention supports, and teacher-parent collaboration strategies.

EACS prioritizes proactive outreach through the Assistant Director of Special Programs, counselors, and support staff, who regularly connect with families of homeless youth, foster youth, students with disabilities, and students experiencing academic or social-emotional challenges. These efforts help strengthen communication and ensure families feel supported as active educational partners.

Parents and guardians are consistently informed and encouraged to participate in SSC, ELAC, and PAC meetings through emails, text messages, and postings on Beehively, the EACS website, and school handbook. EACS also incorporates cultural awareness activities that honor and celebrate the diverse backgrounds, languages, customs, and traditions represented within the school community, contributing to improved participation and stronger family engagement.

Moving forward, EACS will continue analyzing educational partner feedback and participation data to improve outreach efforts and ensure all families remain active partners in supporting student achievement and school success.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EACS is committed to using disaggregated internal benchmark and state data to identify and support all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other underrepresented groups requiring targeted intervention in English language arts and mathematics. This data-driven approach ensures timely identification of achievement gaps and implementation of evidence-based interventions to accelerate student growth and mastery of grade-level standards.

Participation in intervention services, including targeted instruction and live academic support, strengthens student outcomes by reinforcing foundational skills and improving academic performance. EACS continuously monitors progress and adjusts supports to ensure interventions remain effective and responsive.

EACS prioritizes strong, trusting relationships between teachers, parents, and students through consistent, respectful communication. Families have multiple avenues to engage in their child's education, including direct teacher communication, a parent portal, conferences, learning period meetings, and governance meetings.

To support school-home collaboration, EACS uses multiple communication platforms to ensure timely access to academic updates and student progress. Required notifications, policies, and resources are posted on the school website and in the parent and student handbook.

EACS ensures families are informed of their rights and supports. Counselors and the Assistant Director of Special Programs communicate regarding student rights, Title I and Title III requirements, and available supports. In alignment with SB 1375, Title IX and Uniform Complaint Procedures are accessible online and in the handbook.

For students with IEPs, Procedural Safeguards are provided annually and at each meeting in English and Spanish, with translation and interpretation available as needed. EACS encourages ongoing family engagement through regular communication via email, phone, and meetings, strengthening partnerships and supporting student success.

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.

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. These structures will continue to be strengthened to ensure meaningful family voice and consistent collaboration in supporting student achievement and school improvement efforts.

EACS is dedicated to enhancing student engagement in live instruction, specifically for English Learners and students who are working below grade level. A continued area of focus is ensuring that students are actively participating in instruction and receiving consistent academic support that promotes progress toward grade-level standards and closes achievement gaps.

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. Data from assessments, participation, and progress monitoring will be used to guide instructional decisions and improve the effectiveness of intervention supports.

Support and guidance to address specific needs and challenges for underrepresented students and families will continue to be assessed by teachers, counselors, and case managers. These staff members will continue to collaborate to ensure students are identified early for support, receive appropriate interventions, and that families remain informed and engaged in their student's academic progress.

EACS will also continue to strengthen communication and partnership between school staff and families in order to improve student outcomes. Through ongoing collaboration, targeted interventions, and expanded engagement opportunities, EACS remains committed to supporting the academic success of all students.

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, all in direct support of student learning and achievement. A key area of focus for improving engagement of underrepresented families is ensuring that communication and outreach efforts are consistent, inclusive, and responsive to the needs of all educational partners, including families of English Learners, students with disabilities, and other unduplicated student groups.

EACS will continue to expand opportunities for meaningful family input in decision-making related to policy and program improvement through structured engagement opportunities such as SSC, ELAC, and PAC meetings, as well as ongoing surveys and feedback tools. These opportunities are designed to ensure that family voice is actively considered in shaping school practices and improving student outcomes.

The teacher-parent-student relationship remains central to student success, and EACS will continue to cultivate these relationships by maintaining open and consistent lines of communication. Families are provided regular updates on student progress and have multiple avenues to engage with teachers and staff regarding academic and social-emotional needs.

To further support underrepresented families, EACS will continue providing equity-based instruction and targeted supports, including individualized interventions and resources aligned to student needs.. Teachers, counselors, and support staff will continue to collaborate to identify students early who may need additional academic or social-emotional support and ensure families are engaged in the planning process. Homeroom attendance, tutoring support, and office hours are available to students.

Parents and guardians will remain informed and actively involved in their students' educational journey through clear communication, accessible information, and ongoing engagement opportunities. Through these efforts, EACS aims to strengthen trust, increase participation, and ensure all families are meaningfully engaged as partners in supporting student success.

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.

EACS has demonstrated strong and improving progress in Seeking Input for Decision-Making, as evidenced by a steady overall increase in participation over time. Survey participation has grown significantly, 676 participants in 2025-26, reflecting a substantial expansion in outreach, engagement efforts, and overall family and student involvement in school improvement processes. Although there was a slight decline in parent participation in 2024-25 (287 respondents compared to 351 in 2023-24), this was followed by a notable overall increase in the most recent cycle, along with a significant rise in student responses, indicating broader engagement across groups.

EACS is focused on providing effective and meaningful communication that ensures all educational partners have multiple opportunities to provide input into decision-making related to equity-based instruction, student support, and overall school program quality. Communication regarding input opportunities is consistently shared through learning period meetings, social media platforms, Beehively, school newsletters, and structured engagement meetings such as SSC, ELAC, and PAC. These multiple communication channels help ensure that families, students, and staff remain informed and connected to opportunities for participation.

In addition to LCAP surveys, EACS also utilizes ongoing feedback tools provided by various departments. Monthly "pulse-check" surveys through the Possip platform allow the school to gather timely qualitative and quantitative feedback, identify trends, and respond to concerns or suggestions in a timely manner. This continuous feedback loop strengthens responsiveness and supports ongoing program improvement.

To promote transparency and trust, survey results and key findings are regularly shared during SSC and ELAC meetings as well as through monthly newsletters. This ensures that families and staff can see how their input is being used to guide decisions and improve programs.

Overall, EACS values feedback as a critical driver of decision-making. This input is actively used to evaluate existing programs, policies, and procedures and to guide improvements that better support student success. EACS will continue to monitor participation trends and refine outreach strategies to further increase engagement and ensure all voices are represented in decision-making processes.

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 participation in SSC, ELAC, and PAC meetings. EACS reports collected results to all educational partners in order to promote transparency and collaboration.

A key focus area for improvement is increasing consistent and representative participation in all input opportunities, ensuring that feedback reflects all student groups, including underrepresented populations. EACS will continue to strengthen outreach and engagement strategies to support broader participation in decision-making processes. Using a survey platform that provides educational partners with the ability to complete the questionnaires via email or text has proven to be successful.

Empowering educational partners to provide input and participate in decision-making remains central to EACS. This creates a positive environment where staff, parents/guardians, students, community members, and governing board members all have opportunities to share their voices.

EACS will continue to discuss best practices and provide staff training on effective communication and outreach strategies that integrate inclusion, trust, and collaboration. These efforts will support stronger and more consistent engagement with families and students.

EACS remains committed to increasing engagement in SSC, ELAC, and PAC meetings by exploring new strategies to encourage participation and strengthen collaboration. The goal is to ensure educational partners are actively involved in decisions that impact student learning and school programs.

Ultimately, EACS will continue working alongside educational partners to create a positive and successful school environment where students receive the necessary interventions, resources, and support to thrive and become lifelong learners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

EACS will continue to strengthen engagement of all families in Seeking Input for Decision-Making through consistent, meaningful, and accessible communication. Although survey data did not indicate lower engagement from underrepresented families, EACS remains committed to proactively ensuring all families are included in opportunities for input and participation.

EACS will continue to provide in-person and virtual opportunities for families to share feedback and participate in decision-making processes that support school improvement. This includes expanding in-person engagement opportunities through parent education workshops and community events designed to strengthen understanding of academic programs, student supports, and school-wide initiatives. Multiple communication platforms will be used to

ensure families are informed of upcoming events and engagement opportunities, including SSC, ELAC, PAC, and board meetings, with timely reminders to encourage participation.

EACS will also maintain clear and proactive communication with families regarding student academic, social, and emotional progress to support early intervention and collaboration when concerns arise. Staff will continue to strengthen outreach practices to ensure communication remains consistent, inclusive, and responsive.

Through these efforts, including increased opportunities for in-person engagement, EACS will continue to promote strong family involvement and ensure all families have meaningful opportunities to provide input that informs decision-making and supports student success.

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.

Annual LCAP Survey
Overall Satisfaction Report: Based on 377 student responses (grades 6-12). Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high:

99% of survey respondents agree that their teacher is available to speak with them when they need guidance.
93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
89% 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% of survey respondents feel the school does a good job communicating through all forms of communication.
98% of students feel safe and welcome to meet with teachers to discuss academic progress.
83% report knowing at least one adult at school they can talk to for support.

These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems, and students have a strong sense of safety and belonging.

Social Emotional Learning Student Survey Results - Grades 3-12 - 366 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.

84% of students do feel positive energy frequently, which is a strong protective factor.
86% of students are opposed to seeking out counseling support.
92% of students feel consistently safe and cared for with family as the dominant protective anchor.
95% of students feel they have a strong support system with an adult to speak with.
92% of students report they have a friend whom they can be their authentic self with.

Intervention Student Survey Results
Intervention program survey results reflect universally positive perceptions of program effectiveness and instructional quality:
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.

Qualitative feedback consistently highlights improvements in student academic performance, particularly in reading comprehension, math skills, and student confidence. Additionally, respondents frequently note positive teacher attributes such as patience, clarity of instruction, and supportive classroom environments. These findings suggest that intervention programs are effectively supporting both academic growth and student engagement.

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.

Key Learnings from Data Analysis (Including Student Group Considerations)
Survey results and feedback were shared with educational partners through ELAC, SSC, and staff and department meetings, in addition to the EACS newsletters, to review trends in student experience, school climate, and instructional effectiveness. Across data sources, no trends or educational partner input required changes to existing LCAP goals or actions.

Areas of Strength
Educational partner feedback reflected high satisfaction with EACS and strong appreciation for staff, instruction, and school supports. Respondents reported positive experiences with teacher communication, responsiveness, instructional quality, and strong perceptions of safety, belonging, and supportive adults.

Key strengths include:

- High satisfaction with the school and educational program
- Strong teacher communication and accessibility
- Positive perceptions of instruction and academic support
- Strong sense of safety and belonging
- High satisfaction with the WIN (What I Need) intervention program, including reported growth in reading, writing, mathematics, and student confidence
- Appreciation for family resources and support

Qualitative feedback consistently highlighted gratitude for staff efforts and recognition of student academic progress.

Identified Needs and Areas for Continued Focus
While feedback was highly positive, some families expressed interest in expanded targeted academic support, particularly in reading, writing, and mathematics. This reflects continued interest in strengthening intervention and enrichment opportunities. Social-emotional survey data indicates students generally feel supported and safe but may sometimes experience stress and difficulty with emotional regulation. The school continues monitoring student wellbeing and providing supports through existing systems and staff.

Student Group Considerations/Disaggregation
Survey data did not reveal significant differences across student groups requiring changes to LCAP goals or actions. Satisfaction, safety, and perceived support remained consistent. The school continues monitoring outcomes for all student groups, including English Learners, students with disabilities, and other targeted populations to ensure equitable access to academic and social-emotional supports.

Summary
Overall, data reflects a positive school environment characterized by strong instructional quality, high satisfaction, and strong systems of support. The most consistent trend was appreciation for EACS staff, programs, and resources. The school will continue building on these strengths while enhancing targeted academic supports and monitoring student social-emotional wellbeing through the WIN program and existing intervention systems.

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:
Changes to Existing Plans, Policies, and Procedures for Continuous Improvement -

EACS is committed to continuous improvement through ongoing analysis of curriculum effectiveness, internal assessment data, and educational partner feedback to ensure all students receive a high-quality education that meets their individual academic and developmental needs. This process includes a comprehensive needs assessment and regular review of student achievement data, instructional practices, and social-emotional learning supports to inform decision-making and refine instructional programs.

Based on current data analysis and identified areas of need, EACS will continue to strengthen its internal assessment system to ensure comprehensive coverage of all core academic areas. The i-Ready assessment system remains an effective tool for measuring student progress in mathematics and reading and for guiding targeted instructional support. However, current data indicates a need to further develop and strengthen the assessment and instruction of student writing skills, as existing systems do not fully capture written expression growth.

To address this need, EACS will have a cohort of administrative personnel and teachers to research, design, and develop an internal writing program during the 2026–27 school year. This collaborative team will focus on creating a structured framework for writing instruction, aligned assessments, and consistent scoring practices to support student growth in written expression across grade levels. The goal is to fully implement an internal writing program in the 2027–28 school year. Once implemented, it will provide a consistent system for measuring student writing proficiency, tracking growth over time, and informing instructional practices and intervention strategies. This initiative is intended to strengthen alignment between instruction, assessment, and student learning outcomes in literacy.

In addition, EACS will continue to use educational partner feedback and internal performance data to guide ongoing improvements in instructional practices and student support systems. Continued focus will be placed on strengthening academic intervention programs, supporting social-emotional development, ensuring equitable access to high-quality instruction and graduation preparedness for all students.

These planned changes reflect EACS's commitment to data-driven decision-making, continuous improvement, and ensuring that all students are supported in achieving academic success and developing strong foundational skills across all subject areas.

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 uses locally selected measures and tools to monitor student access to and enrollment in a broad course of study across grade spans, including unduplicated student groups and students with exceptional needs.

EACS provides all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other underrepresented groups, with personalized academic programs ensuring access to a broad course of study, flexibility, and independent learning opportunities. Programs are informed by assessment data and coursework to support equitable access and academic progress.

Locally selected measures include coursework completion, internal assessments, individualized learning plans, and teacher pacing guides to monitor student progress, engagement, and access to grade-level standards.

Students develop customized learning plans with credentialed teachers aligned to academic goals. In grades 8–12, students meet annually with a High School Counselor to review graduation progress, course selection, and Course of Study planning.

Additional measures include enrollment in core subjects, CTE pathways, electives, Honors/AP courses, credit recovery, and concurrent enrollment. Students in grades 7–12 participate in weekly live hybrid core classes to support engagement.

For students with exceptional needs, counselors and administrators collaborate after eighth-grade IEP meetings to establish four-year plans. Special education staff monitor IEP implementation and curriculum access.

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)

Using locally selected measures such as internal and state assessments, coursework completion data, enrollment tracking, individualized learning plans, and counselor advisement records, EACS ensures all students have access to and are enrolled in a broad course of study across grade levels.

EACS' personalized learning model provides students equitable access to core subjects, electives, Advanced Placement and Honors courses, CTE pathways, credit recovery, and concurrent enrollment opportunities. Students receiving interventions are provided additional support and resources to ensure access to grade-level content.

The High School Counselors and credentialed teachers develop individualized four-year academic plans aligned to student goals and graduation requirements. The Secondary Principal and Counselors monitor course enrollment to ensure appropriate placement. When assessment data indicates need, administrators, special programs staff, counselors, teachers, and case managers collaborate to provide interventions and support.

EACS offers CTE pathways that expand access to career-aligned coursework. Across student groups and schoolwide, data shows consistent access to a broad course of study aligned to student goals, reflected in strong graduation outcomes and increasing postsecondary transitions.

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)

Based on locally selected measures, including course enrollment data, internal assessments, and student completion records, EACS continues to ensure that all students have access to a broad course of study. However, one identified barrier is the limitation associated with EACS not having a traditional physical campus, which can make providing consistent hands-on learning experiences, particularly within Career Technical Education (CTE) Capstone courses, more challenging.

Because many CTE pathways require access to specialized equipment, labs, or structured in-person practicum environments, some students may initially face limited opportunities for applied, hands-on instruction within the school's virtual learning model. This can impact the depth of experiential learning if not intentionally addressed.

To mitigate this barrier, EACS actively encourages and supports dual enrollment opportunities with local community colleges, where students can access hands-on instruction, industry-standard equipment, and real-world training

environments aligned to their CTE pathways. These partnerships help ensure students can fully engage in applied learning experiences that complement their academic coursework.

Through these efforts, EACS continues to reduce barriers related to its non-site-based model and expand equitable access to rigorous, career-connected learning experiences for all students.

4. 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, EACS regularly reviews vetted curriculum, program effectiveness, assessment results, course completion data, and best practices to identify needs and inform continuous improvement. This analysis supports data-driven decisions regarding instructional programs and student supports.

All students, including English Learners, students with disabilities, and socioeconomically disadvantaged students, have access to targeted resources and interventions in English Language Arts (ELA) and mathematics. Students with disabilities receive specialized academic instruction from credentialed staff three times weekly in addition to intervention classes.

Students enrolled in WIN (“What I Need”) intervention classes utilize research-based programs to address learning gaps and strengthen foundational skills. English Learners receive direct, teacher-led instruction and curriculum that is specifically aligned to ELPAC performance levels and the ELD Framework.

Students have access to subscriptions, tutoring, resources, interventions, office hours, teacher guidance in all core subject areas.

Local assessment data, including i-Ready results, show student growth in reading and mathematics, reflecting the effectiveness of instructional programs and supports while ensuring continued access to a rigorous and equitable course of study.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Excel Academy Charter School - Helendale	Heidi Gasca Superintendent	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
2023-2024	52.3	79.4%	20.5%	0.0%	0.0%	0.2%	0.0%	0.0%

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 educational model rooted in personalized learning, flexible instructional schedules, and a proven Multi-Tiered System of Supports (MTSS) designed to meet the diverse academic, social-emotional, and developmental needs of TK–12 students. EACS provides equity-based curriculum options vetted to align with California State Board of Education adopted standards and maintain academic rigor across grade levels and content areas. Through collaboration among credentialed teachers, parents, and students, individualized learning plans are developed and monitored to support mastery of grade-level Common Core State Standards.

EACS uses locally selected measures to monitor academic standards implementation and student progress, including i-Ready benchmark diagnostic assessments in English Language Arts (ELA) and mathematics, CAASPP and ELPAC results, standards-based assignments, work samples, teacher observations, student portfolios, and progress monitoring meetings. Additional measures include graduation data, college and career readiness indicators, and educational partner feedback. These tools provide multiple data points to guide instruction, monitor growth, identify learning gaps, and ensure alignment to state standards.

Assessment data is regularly reviewed with the governing board, educational partners, and through the California School Dashboard. EACS has established goals to increase the percentage of students meeting or exceeding standards in ELA and mathematics by 2% annually, and improve graduation and college and career readiness indicators.

EACS continues implementing California academic standards across all subject areas. ELA and mathematics instruction is aligned to Common Core standards and supported through differentiated instruction, intervention, and standards-based curriculum. English Language Development (ELD) standards are integrated through designated and integrated supports informed by ELPAC data.

Implementation of the Next Generation Science Standards (NGSS) includes inquiry-based learning that promotes critical thinking and problem-solving. History-Social Science emphasizes literacy, civic engagement, and historical analysis. Career Technical Education (CTE), Health, Physical Education, Visual and Performing Arts, and World Language programs support wellness, creativity, communication, cultural awareness, and college and career readiness through standards-aligned instruction.

Mission Statement
At Excel Academy, we invest in each student by providing a personalized and engaging learning experience centered on a collaborative partnership between school and home that creates unmatched opportunities for excellence and future success.

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					5
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					5
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					5
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.

Excel Academy Charter School (EACS) remains committed to implementing California State Board of Education adopted academic standards through a personalized learning model supporting all students. Ongoing professional development, instructional coaching, and collaborative planning ensure curriculum alignment and effective instruction across content areas.

EACS uses data-driven decision-making, progress monitoring, and collaboration among teachers, students, and parents to provide differentiated instruction and equitable access to rigorous, standards-aligned learning opportunities.

All English Learner (EL) students receive targeted English Language Development (ELD) instruction from credentialed teachers with CLAD authorization. Instruction includes asynchronous curriculum programs with synchronous small-group instruction focused on listening, speaking, reading, and writing. Long-Term English Learners (LTELs) receive additional support through the Student Success Team (SST) process to address language needs and accelerate English proficiency.

EACS provides NGSS-aligned science instruction across grade levels. Students in grades 7–12 may participate in teacher-led science courses using the Bright Thinker curriculum and hands-on lab kits to support scientific inquiry and standards mastery.

The LEA continues integrating social-emotional learning, college and career readiness, and technology-based instruction to support student success and growth.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. 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. EACS had 389 more responses this year than in 2025.

Overall Satisfaction Report: Based on 676 parent/guardian responses:

97% 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.
99% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.

95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
97% 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 educational partner input and local data, EACS will continue to strengthen and refine its focus on improving relationships between school staff and families while building on the strong systems already in place. Educational partner feedback indicates overall positive experiences with communication, engagement, and access to school information; therefore, the primary focus moving forward is not on redesigning systems, but on deepening participation, expanding consistency, and increasing meaningful engagement opportunities for all educational partners.

EACS will continue implementing effective communication practices that have proven successful in keeping educational partners informed and connected to student learning. The school remains committed to maintaining timely, transparent, and accessible communication through multiple platforms that support consistent two-way interaction. As education continues to evolve, EACS is also committed to staying current with communication tools and practices that enhance connection, accessibility, and responsiveness between school staff and families.

A key area for continued improvement is increasing participation in structured collaboration opportunities such as SSC, ELAC, and PAC meetings. While these opportunities are currently in place, EACS recognizes the importance of further encouraging consistent family involvement and expanding awareness so that more educational partners can actively contribute to shared decision-making and school improvement efforts. Increasing engagement in these committees will support deeper collaboration and ensure that diverse voices are represented in school planning and student support.

In addition, in-person and virtual learning period meetings will continue to serve as an essential bridge between home and school. EACS will focus on refining these touchpoints to ensure they remain meaningful, accessible, and responsive to educational partner needs. Strengthening attendance and participation in these meetings will further enhance the connection between families and instructional staff and support ongoing collaboration around student progress.

Another area of focus is the continued use of educational partner surveys. Survey feedback has been valuable in identifying strengths and guiding improvements in communication, instructional support, and engagement practices. EACS will work to increase response rates and ensure that feedback collected from educational partners is consistently analyzed and used to inform decision-making and improve family engagement strategies.

Overall, EACS remains committed to strengthening relationships between school staff and families by building upon existing strengths while intentionally improving participation, communication consistency, and engagement opportunities. These efforts will ensure that all educational partners continue to feel informed, valued, and actively involved in supporting student success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

EACS is committed to strengthening engagement with underrepresented families by creating meaningful, accessible, and culturally responsive opportunities for participation and collaboration. EACS recognizes that strong family-school partnerships are essential to student success, especially within an independent study charter model where ongoing communication and support are critical to student engagement and academic progress.

Through its flexible and personalized learning model, EACS provides customized educational experiences designed to support all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, foster youth, homeless youth, and other underrepresented student groups. This commitment extends through intentional outreach efforts that ensure all families feel welcomed, informed, valued, and connected to the school community.

Teachers, students, and parents collaborate regularly through learning period meetings, academic support meetings, IEP meetings, parent-teacher conferences, and intervention planning sessions to monitor student progress and establish individualized academic goals. EACS also provides virtual participation opportunities, translated materials when needed, and multiple communication platforms to increase accessibility and engagement for all families.

To improve engagement of underrepresented families, EACS provides parent education opportunities and workshops that equip families with tools and resources to support student success at home. These include training related to English Learner progress and reclassification, parent portal access, curriculum resources, webinars, Parent Academy informational sessions, Parent Power-Up events, Back to School events, intervention supports, and teacher-parent collaboration strategies.

EACS prioritizes proactive outreach through the Assistant Director of Special Programs, counselors, and support staff, who regularly connect with families of homeless youth, foster youth, students with disabilities, and students experiencing academic or social-emotional challenges. These efforts help strengthen communication and ensure families feel supported as active educational partners.

Parents and guardians are consistently informed and encouraged to participate in SSC, ELAC, and PAC meetings through emails, text messages, and postings on Beehively, the EACS website, and school handbook. EACS also incorporates cultural awareness activities that honor and celebrate the diverse backgrounds, languages, customs, and traditions represented within the school community, contributing to improved participation and stronger family engagement.

Moving forward, EACS will continue analyzing educational partner feedback and participation data to improve outreach efforts and ensure all families remain active partners in supporting student achievement and school success.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

EACS is committed to using disaggregated internal benchmark and state data to identify and support all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other underrepresented groups requiring targeted intervention in English language arts and mathematics. This data-driven approach ensures timely identification of achievement gaps and implementation of evidence-based interventions to accelerate student growth and mastery of grade-level standards.

Participation in intervention services, including targeted instruction and live academic support, strengthens student outcomes by reinforcing foundational skills and improving academic performance. EACS continuously monitors progress and adjusts supports to ensure interventions remain effective and responsive.

EACS prioritizes strong, trusting relationships between teachers, parents, and students through consistent, respectful communication. Families have multiple avenues to engage in their child's education, including direct teacher communication, a parent portal, conferences, learning period meetings, and governance meetings.

To support school-home collaboration, EACS uses multiple communication platforms to ensure timely access to academic updates and student progress. Required notifications, policies, and resources are posted on the school website and in the parent and student handbook.

EACS ensures families are informed of their rights and supports. Counselors and the Assistant Director of Special Programs communicate regarding student rights, Title I and Title III requirements, and available supports. In alignment with SB 1375, Title IX and Uniform Complaint Procedures are accessible online and in the handbook.

For students with IEPs, Procedural Safeguards are provided annually and at each meeting in English and Spanish, with translation and interpretation available as needed. EACS encourages ongoing family engagement through regular communication via email, phone, and meetings, strengthening partnerships and supporting student success

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.

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. These structures will continue to be strengthened to ensure meaningful family voice and consistent collaboration in supporting student achievement and school improvement efforts.

EACS is dedicated to enhancing student engagement in live instruction, specifically for English Learners and students who are working below grade level. A continued area of focus is ensuring that students are actively participating in instruction and receiving consistent academic support that promotes progress toward grade-level standards and closes achievement gaps.

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. Data from assessments, participation, and progress monitoring will be used to guide instructional decisions and improve the effectiveness of intervention supports.

Support and guidance to address specific needs and challenges for underrepresented students and families will continue to be assessed by teachers, counselors, and case managers. These staff members will continue to collaborate to ensure students are identified early for support, receive appropriate interventions, and that families remain informed and engaged in their student's academic progress.

EACS will also continue to strengthen communication and partnership between school staff and families in order to improve student outcomes. Through ongoing collaboration, targeted interventions, and expanded engagement opportunities, EACS remains committed to supporting the academic success of all students.

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, all in direct support of student learning and achievement. A key area of focus for improving engagement of underrepresented families is ensuring that communication and outreach efforts are consistent, inclusive, and responsive to the needs of all educational partners, including families of English Learners, students with disabilities, and other unduplicated student groups.

EACS will continue to expand opportunities for meaningful family input in decision-making related to policy and program improvement through structured engagement opportunities such as SSC, ELAC, and PAC meetings, as well as ongoing surveys and feedback tools. These opportunities are designed to ensure that family voice is actively considered in shaping school practices and improving student outcomes.

The teacher-parent-student relationship remains central to student success, and EACS will continue to cultivate these relationships by maintaining open and consistent lines of communication. Families are provided regular updates on student progress and have multiple avenues to engage with teachers and staff regarding academic and social-emotional needs.

To further support underrepresented families, EACS will continue providing equity-based instruction and targeted supports, including individualized interventions and resources aligned to student needs.. Teachers, counselors, and support staff will continue to collaborate to identify students early who may need additional academic or social-emotional support and ensure families are engaged in the planning process. Homeroom attendance, tutoring support, and office hours are available to students.

Parents and guardians will remain informed and actively involved in their students' educational journey through clear communication, accessible information, and ongoing engagement opportunities. Through these efforts, EACS aims to strengthen trust, increase participation, and ensure all families are meaningfully engaged as partners in supporting student success.

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.

EACS has demonstrated strong and improving progress in Seeking Input for Decision-Making, as evidenced by a steady overall increase in participation over time. Survey participation has grown significantly, 676 participants in 2025-26, reflecting a substantial expansion in outreach, engagement efforts, and overall family and student involvement in school improvement processes. Although there was a slight decline in parent participation in 2024-25 (287 respondents compared to 351 in 2023-24), this was followed by a notable overall increase in the most recent cycle, along with a significant rise in student responses, indicating broader engagement across groups.

EACS is focused on providing effective and meaningful communication that ensures all educational partners have multiple opportunities to provide input into decision-making related to equity-based instruction, student support, and overall school program quality. Communication regarding input opportunities is consistently shared through learning period meetings, social media platforms, Beehively, school newsletters, and structured engagement meetings such as SSC, ELAC, and PAC. These multiple communication channels help ensure that families, students, and staff remain informed and connected to opportunities for participation.

In addition to LCAP surveys, EACS also utilizes ongoing feedback tools provided by various departments. Monthly "pulse-check" surveys through the Possip platform allow the school to gather timely qualitative and quantitative feedback, identify trends, and respond to concerns or suggestions in a timely manner. This continuous feedback loop strengthens responsiveness and supports ongoing program improvement.

To promote transparency and trust, survey results and key findings are regularly shared during SSC and ELAC meetings as well as through monthly newsletters. This ensures that families and staff can see how their input is being used to guide decisions and improve programs.

Overall, EACS values feedback as a critical driver of decision-making. This input is actively used to evaluate existing programs, policies, and procedures and to guide improvements that better support student success. EACS will continue to monitor participation trends and refine outreach strategies to further increase engagement and ensure all voices are represented in decision-making processes.

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 participation in SSC, ELAC, and PAC meetings. EACS reports collected results to all educational partners in order to promote transparency and collaboration.

A key focus area for improvement is increasing consistent and representative participation in all input opportunities, ensuring that feedback reflects all student groups, including underrepresented populations. EACS will continue to strengthen outreach and engagement strategies to support broader participation in decision-making processes. Using a survey platform that provides educational partners with the ability to complete the questionnaires via email or text has proven to be successful.

Empowering educational partners to provide input and participate in decision-making remains central to EACS. This creates a positive environment where staff, parents/guardians, students, community members, and governing board members all have opportunities to share their voices.

EACS will continue to discuss best practices and provide staff training on effective communication and outreach strategies that integrate inclusion, trust, and collaboration. These efforts will support stronger and more consistent engagement with families and students.

EACS remains committed to increasing engagement in SSC, ELAC, and PAC meetings by exploring new strategies to encourage participation and strengthen collaboration. The goal is to ensure educational partners are actively involved in decisions that impact student learning and school programs.

Ultimately, EACS will continue working alongside educational partners to create a positive and successful school environment where students receive the necessary interventions, resources, and support to thrive and become lifelong learners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

EACS will continue to strengthen engagement of all families in Seeking Input for Decision-Making through consistent, meaningful, and accessible communication. Although survey data did not indicate lower engagement from underrepresented families, EACS remains committed to proactively ensuring all families are included in opportunities for input and participation.

EACS will continue to provide in-person and virtual opportunities for families to share feedback and participate in decision-making processes that support school improvement. This includes expanding in-person engagement opportunities through parent education workshops and community events designed to strengthen understanding of academic programs, student supports, and school-wide initiatives. Multiple communication platforms will be used to

ensure families are informed of upcoming events and engagement opportunities, including SSC, ELAC, PAC, and board meetings, with timely reminders to encourage participation.

EACS will also maintain clear and proactive communication with families regarding student academic, social, and emotional progress to support early intervention and collaboration when concerns arise. Staff will continue to strengthen outreach practices to ensure communication remains consistent, inclusive, and responsive.

Through these efforts, including increased opportunities for in-person engagement, EACS will continue to promote strong family involvement and ensure all families have meaningful opportunities to provide input that informs decision-making and supports student success.

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.

Annual LCAP Survey
Overall Satisfaction Report: Based on 377 student responses (grades 6-12). Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high:

99% of survey respondents agree that their teacher is available to speak with them when they need guidance.
93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
89% 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% of survey respondents feel the school does a good job communicating through all forms of communication.
98% of students feel safe and welcome to meet with teachers to discuss academic progress.
83% report knowing at least one adult at school they can talk to for support.

These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems, and students have a strong sense of safety and belonging.

Social Emotional Learning Student Survey Results - Grades 3-12 - 366 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.

84% of students do feel positive energy frequently, which is a strong protective factor.
86% of students are opposed to seeking out counseling support.
92% of students feel consistently safe and cared for with family as the dominant protective anchor.
95% of students feel they have a strong support system with an adult to speak with.
92% of students report they have a friend whom they can be their authentic self with.

Intervention Student Survey Results
Intervention program survey results reflect universally positive perceptions of program effectiveness and instructional quality:
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.

Qualitative feedback consistently highlights improvements in student academic performance, particularly in reading comprehension, math skills, and student confidence. Additionally, respondents frequently note positive teacher attributes such as patience, clarity of instruction, and supportive classroom environments. These findings suggest that intervention programs are effectively supporting both academic growth and student engagement.

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.

Key Learnings from Data Analysis (Including Student Group Considerations)
Survey results and feedback were shared with educational partners through ELAC, SSC, and staff and department meetings, in addition to the EACS newsletters, to review trends in student experience, school climate, and instructional effectiveness. Across data sources, no trends or educational partner input required changes to existing LCAP goals or actions.

Areas of Strength
Educational partner feedback reflected high satisfaction with EACS and strong appreciation for staff, instruction, and school supports. Respondents reported positive experiences with teacher communication, responsiveness, instructional quality, and strong perceptions of safety, belonging, and supportive adults.

Key strengths include:

- High satisfaction with the school and educational program
- Strong teacher communication and accessibility
- Positive perceptions of instruction and academic support
- Strong sense of safety and belonging
- High satisfaction with the WIN (What I Need) intervention program, including reported growth in reading, writing, mathematics, and student confidence
- Appreciation for family resources and support

Qualitative feedback consistently highlighted gratitude for staff efforts and recognition of student academic progress.

Identified Needs and Areas for Continued Focus
While feedback was highly positive, some families expressed interest in expanded targeted academic support, particularly in reading, writing, and mathematics. This reflects continued interest in strengthening intervention and enrichment opportunities. Social-emotional survey data indicates students generally feel supported and safe but may sometimes experience stress and difficulty with emotional regulation. The school continues monitoring student wellbeing and providing supports through existing systems and staff.

Student Group Considerations/Disaggregation
Survey data did not reveal significant differences across student groups requiring changes to LCAP goals or actions. Satisfaction, safety, and perceived support remained consistent. The school continues monitoring outcomes for all student groups, including English Learners, students with disabilities, and other targeted populations to ensure equitable access to academic and social-emotional supports.

Summary
Overall, data reflects a positive school environment characterized by strong instructional quality, high satisfaction, and strong systems of support. The most consistent trend was appreciation for EACS staff, programs, and resources. The school will continue building on these strengths while enhancing targeted academic supports and monitoring student social-emotional wellbeing through the WIN program and existing intervention systems.

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:
Changes to Existing Plans, Policies, and Procedures for Continuous Improvement -

EACS is committed to continuous improvement through ongoing analysis of curriculum effectiveness, internal assessment data, and educational partner feedback to ensure all students receive a high-quality education that meets their individual academic and developmental needs. This process includes a comprehensive needs assessment and regular review of student achievement data, instructional practices, and social-emotional learning supports to inform decision-making and refine instructional programs.

Based on current data analysis and identified areas of need, EACS will continue to strengthen its internal assessment system to ensure comprehensive coverage of all core academic areas. The i-Ready assessment system remains an effective tool for measuring student progress in mathematics and reading and for guiding targeted instructional support. However, current data indicates a need to further develop and strengthen the assessment and instruction of student writing skills, as existing systems do not fully capture written expression growth.

To address this need, EACS will have a cohort of administrative personnel and teachers to research, design, and develop an internal writing program during the 2026–27 school year. This collaborative team will focus on creating a structured framework for writing instruction, aligned assessments, and consistent scoring practices to support student growth in written expression across grade levels. The goal is to fully implement an internal writing program in the 2027–28 school year. Once implemented, it will provide a consistent system for measuring student writing proficiency, tracking growth over time, and informing instructional practices and intervention strategies. This initiative is intended to strengthen alignment between instruction, assessment, and student learning outcomes in literacy.

In addition, EACS will continue to use educational partner feedback and internal performance data to guide ongoing improvements in instructional practices and student support systems. Continued focus will be placed on strengthening academic intervention programs, supporting social-emotional development, ensuring equitable access to high-quality instruction and graduation preparedness for all students.

These planned changes reflect EACS's commitment to data-driven decision-making, continuous improvement, and ensuring that all students are supported in achieving academic success and developing strong foundational skills across all subject areas.

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 uses locally selected measures and tools to monitor student access to and enrollment in a broad course of study across grade spans, including unduplicated student groups and students with exceptional needs.

EACS provides all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and other underrepresented groups, with personalized academic programs ensuring access to a broad course of study, flexibility, and independent learning opportunities. Programs are informed by assessment data and coursework to support equitable access and academic progress.

Locally selected measures include coursework completion, internal assessments, individualized learning plans, and teacher pacing guides to monitor student progress, engagement, and access to grade-level standards.

Students develop customized learning plans with credentialed teachers aligned to academic goals. In grades 8–12, students meet annually with a High School Counselor to review graduation progress, course selection, and Course of Study planning.

Additional measures include enrollment in core subjects, CTE pathways, electives, Honors/AP courses, credit recovery, and concurrent enrollment. Students in grades 7–12 participate in weekly live hybrid core classes to support engagement.

For students with exceptional needs, counselors and administrators collaborate after eighth-grade IEP meetings to establish four-year plans. Special education staff monitor IEP implementation and curriculum access.

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)

Using locally selected measures such as internal and state assessments, coursework completion data, enrollment tracking, individualized learning plans, and counselor advisement records, EACS ensures all students have access to and are enrolled in a broad course of study across grade levels.

EACS' personalized learning model provides students equitable access to core subjects, electives, Advanced Placement and Honors courses, CTE pathways, credit recovery, and concurrent enrollment opportunities. Students receiving interventions are provided additional support and resources to ensure access to grade-level content.

The High School Counselors and credentialed teachers develop individualized four-year academic plans aligned to student goals and graduation requirements. The Secondary Principal and Counselors monitor course enrollment to ensure appropriate placement. When assessment data indicates need, administrators, special programs staff, counselors, teachers, and case managers collaborate to provide interventions and support.

EACS offers CTE pathways that expand access to career-aligned coursework. Across student groups and schoolwide, data shows consistent access to a broad course of study aligned to student goals, reflected in strong graduation outcomes and increasing postsecondary transitions.

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)

Based on locally selected measures, including course enrollment data, internal assessments, and student completion records, EACS continues to ensure that all students have access to a broad course of study. However, one identified barrier is the limitation associated with EACS not having a traditional physical campus, which can make providing consistent hands-on learning experiences, particularly within Career Technical Education (CTE) Capstone courses, more challenging.

Because many CTE pathways require access to specialized equipment, labs, or structured in-person practicum environments, some students may initially face limited opportunities for applied, hands-on instruction within the school's virtual learning model. This can impact the depth of experiential learning if not intentionally addressed.

To mitigate this barrier, EACS actively encourages and supports dual enrollment opportunities with local community colleges, where students can access hands-on instruction, industry-standard equipment, and real-world training

environments aligned to their CTE pathways. These partnerships help ensure students can fully engage in applied learning experiences that complement their academic coursework.

Through these efforts, EACS continues to reduce barriers related to its non-site-based model and expand equitable access to rigorous, career-connected learning experiences for all students.

4. 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, EACS regularly reviews vetted curriculum, program effectiveness, assessment results, course completion data, and best practices to identify needs and inform continuous improvement. This analysis supports data-driven decisions regarding instructional programs and student supports.

All students, including English Learners, students with disabilities, and socioeconomically disadvantaged students, have access to targeted resources and interventions in English Language Arts (ELA) and mathematics. Students with disabilities receive specialized academic instruction from credentialed staff three times weekly in addition to intervention classes.

Students enrolled in WIN (“What I Need”) intervention classes utilize research-based programs to address learning gaps and strengthen foundational skills. English Learners receive direct, teacher-led instruction and curriculum that is specifically aligned to ELPAC performance levels and the ELD Framework.

Students have access to subscriptions, tutoring, resources, interventions, office hours, teacher guidance in all core subject areas.

Local assessment data, including i-Ready results, show student growth in reading and mathematics, reflecting the effectiveness of instructional programs and supports while ensuring continued access to a rigorous and equitable course of study.

Coversheet

Adoption of the 2026-27 Budget for Excel Academy Charter Schools

Section: VIII. Business/Financial Services
Item: A. Adoption of the 2026-27 Budget for Excel Academy Charter Schools
Purpose: Vote
Submitted by:
Related Material: FY27 Warner LCFF-Calculator (1).xlsx
FY27 Helendale LCFF-Calculator.xlsx
FY27 Adopted Combined (5_18_26) - FY26 FIB Combined (1).pdf
FY27 Adopted Combined (5_18_26) - Helendale MYP (1).pdf
FY27 Adopted Combined (5_18_26) - Warner MYP.pdf
Warner - FY26-27 Mullti Year EPA Expenditure Plan.pdf
Helendale - FY26-27 Mullti Year EPA Expenditure Plan.pdf
Warner FY 24-25 EPA Actuals .docx.pdf
Helendale FY 24-25 EPA Actuals .docx.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

FY27 Warner LCFF-Calculator (1).xlsx

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FY27 Helendale LCFF-Calculator.xlsx

COMBINED BUDGET - FY26-27 Adopted Budget	FY2026-27 Adopted Budget	FY2027-28 Adopted MYP	FY2028-29 Adopted MYP
	COMBINED	COMBINED	COMBINED
Projected P-2 ADA	**2,066.22**	**2,086.88**	**2,107.75**
COLA	**4.31%**	**0.00%**	**0.00%**
REVENUES:			
General Purpose Entitlement			
8011 General Purpose Block Grant	26,115,160	26,804,898	27,596,867
8012 Education Protection Account	413,243	424,839	436,953
8096 Funding in Lieu of Property Taxes	707,253	707,253	707,253
TTL General Purpose Entitlement	**27,235,656**	**27,936,990**	**28,741,073**
Federal Revenue			
8181 Federal IDEA SpEd Revenue	287,791	290,669	293,576
8290 Other Federal Revenue	342,721	346,148	349,610
TTL Federal Revenue	**630,512**	**636,817**	**643,185**
Other State Revenue			
8311 AB602 State SpEd Revenue	2,399,715	2,423,712	2,447,949
8550 Mandated Cost Reimbursements	57,710	58,287	58,870
8560 State Lottery Revenue	557,414	562,988	568,618
8590 Other State Revenue	831,284	839,597	847,993
TTL Other State Revenue	**3,846,123**	**3,884,584**	**3,923,430**
Other Local Revenue			
8660 Interest Income	300,000	302,575	305,601
8699 Other Revenue	0	0	0
8980 Contributions to Restricted Programs	0	0	0
TTL Other Local Revenue	**300,000**	**302,575**	**305,601**
TTL REVENUES	**32,012,291**	**32,760,967**	**33,613,289**
EXPENDITURES:			
1000 - Certificated Salaries			
1100 Teacher Compensation	8,850,997	9,116,527	9,207,692
1200 Student Support	1,122,289	1,155,958	1,167,517
1300 Certificated Administrators	2,329,451	2,399,335	2,423,328
1900 Other Certificated Salaries	296,331	305,221	308,273
TTL Certificated Salaries	**12,599,068**	**12,977,040**	**13,106,810**
2000 - Non - Certificated Salaries			
2100 Instructional Aides	281,953	290,412	293,316
2300 Classified Administrators	807,557	831,784	840,102
2400 Clerical & Technical Staff	1,041,104	1,072,337	1,083,060
TTL Non - Certificated Salaries	**2,130,614**	**2,194,532**	**2,216,478**
3000 - Employee Benefits			
3101 STRS Certificated	2,403,557	2,627,664	2,653,940
3300 OASDI/Medicare	350,071	360,573	364,179
3400 Health and Wellfare	2,072,520	2,134,696	2,156,043

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3500 Unemployment Insurance	28,575	29,432	29,727
3600 Workers' Comp Certificated	56,214	57,900	58,479
3901 Other Benefits	156,398	161,090	162,701
TTL Employee Benefits	**5,067,335**	**5,371,355**	**5,425,069**
4000 - Books/Supplies/Materials			
4100 Textbooks & Core Curriculum	1,986,698	2,006,565	2,026,631
4300 Materials & Supplies	1,943,184	1,962,616	1,982,242
4310 Instructional Materials	168,656	170,343	172,046
4320 Office Supplies	500	505	510
4330 Meals & Events	500	505	510
4350 Other Supplies - Materials & Supplies	19,500	19,695	19,892
4400 Non - Capitalized Equipment - Staff	0	0	0
TTL Books/Supplies/Materials	**4,119,038**	**4,160,228**	**4,201,831**
5000 - Services & Operations			
5100 Subagreements For Services	275,000	277,750	280,528
5200 Travel & Conferences	198,882	200,871	202,880
5210 Mileage Reimbursements	31,950	32,270	32,592
5300 Dues & Memberships	83,361	84,195	85,037
5400 Insurance	136,215	137,577	138,953
5610 Facility Rents & Leases	105,077	106,128	107,189
5800 Professional Services - Non - instructional	175,190	176,942	178,711
5810 Legal	300,000	303,000	306,030
5820 Audit & CPA	56,000	56,560	57,126
5830 Non-Instructional Software Licenses/Fees	398,479	402,464	406,488
5840 Advertising & Recruitment	100,750	101,758	102,775
5841 Community Marketing	60,000	60,600	61,206
5850 Oversight Fees	499,001	503,991	509,031
5870 Live Scan Finger printing	3,000	3,030	3,060
5878 Testing & Assessments	68,219	68,901	69,590
5880 Instructional Vendors & Consultants	3,730,846	3,768,154	3,805,836
5890 Misc Other Outside Services	11,000	11,110	11,221
5930 Postage	0	0	0
5940 Technology Services	519,650	524,847	530,095
TTL Services & Operations	**6,752,620**	**6,820,146**	**6,888,347**
7438 Interest on Debt	0	0	0
TTL EXPENDITURES	**30,668,675**	**31,523,302**	**31,838,535**

DESCRIPTION	FY2026-27 Adopted Budget	FY2027-28 Adopted MYP	FY2028-29 Adopted MYP
Revenues less Expenditures (Net Revenues)	**1,343,616**	**1,237,665**	**1,774,755**
		0	**0**
Beginning Fund Balance	**13,540,528**	**14,884,144**	**16,121,809**
		0	**0**
ENDING BALANCE	**14,884,144**	**16,121,809**	**17,896,564**
ENDING BALANCE AS % OF EXPENDITURES	**48.53%**	**51.14%**	**56.21%**

Description - Helendale	FY2026-27 Helendale Unrestricted	FY2026-27 Helendale Restricted	FY2026-27 Helendale Combined	FY2027-28 Helendale Unrestricted	FY2027-28 Helendale Restricted	FY2027-28 Helendale Combined	FY2028-29 Helendale Unrestricted	FY2028-29 Helendale Restricted	FY2028-29 Helendale Combined
Projected P-2 ADA			**848.03**			**856.51**			**865.08**
COLA			**4.31%**			**0.00%**			**0.00%**
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	11,036,829	0	11,036,829	11,620,742	0	11,620,742	12,255,056	0	12,255,056
8012 Education Protection Account	169,605	0	169,605	178,764	0	178,764	188,417	0	188,417
8096 Funding in Lieu of Property Taxes	125,769	0	125,769	125,769	0	125,769	125,769	0	125,769
TTL General Purpose Entitlement	**11,332,203**	**0**	**11,332,203**	**11,925,275**	**0**	**11,925,275**	**12,569,242**	**0**	**12,569,242**
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	111,027	111,027	0	112,137	112,137	0	113,259	113,259
8290 Other Federal Revenue	0	153,221	153,221	0	154,753	154,753	0	156,301	156,301
TTL Federal Revenue	**0**	**264,248**	**264,248**	**0**	**266,890**	**266,890**	**0**	**269,559**	**269,559**
Other State Revenue									
8311 AB602 State SpEd Revenue	0	994,128	994,128	0	1,004,069	1,004,069	0	1,014,110	1,014,110
8550 Mandated Cost Reimbursements	23,659		23,659	23,895	0	23,895	24,134	0	24,134
8560 State Lottery Revenue	159,625	68,891	228,515	161,221	69,580	230,800	162,833	70,275	233,108
8590 Other State Revenue		355,632	355,632	0	359,188	359,188	0	362,780	362,780
TTL Other State Revenue	**183,283**	**1,418,651**	**1,601,934**	**185,116**	**1,432,837**	**1,617,953**	**186,967**	**1,447,166**	**1,634,133**
Other Local Revenue									
8660 Interest Income	123,000		123,000	124,230		124,230	125,472	0	125,472
8699 Other Revenue	0		0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-144,685	144,685	0	-312,542	312,542	0	-357,896	357,896	0
TTL Other Local Revenue	**-21,685**	**144,685**	**123,000**	**-188,312**	**312,542**	**124,230**	**-232,424**	**357,896**	**125,472**
TTL REVENUES	**11,493,801**	**1,827,584**	**13,321,385**	**11,922,079**	**2,012,270**	**13,934,349**	**12,523,785**	**2,074,621**	**14,598,406**
EXPENDITURES:									
1000 - Certificated Salaries		0	0						
1100 Teacher Compensation	3,162,730	466,179	3,628,909	3,257,612	480,164	3,737,776	3,290,188	484,966	3,775,154
1200 Student Support	245,537	214,601	460,138	252,903	221,039	473,943	255,432	223,250	478,682
1300 Certificated Administrators	816,160	138,915	955,075	840,645	143,082	983,727	849,052	144,513	993,564
1900 Other Certificated Salaries	42,943	78,553	121,496	44,231	80,910	125,141	44,673	81,719	126,392
TTL Certificated Salaries	**4,267,370**	**898,248**	**5,165,618**	**4,395,391**	**925,196**	**5,320,586**	**4,439,345**	**934,447**	**5,373,792**
2000 - Non - Certificated Salaries		0	0						
2100 Instructional Aides	0	115,601	115,601	0	119,069	119,069	0	120,259	120,259
2300 Classified Administrators	331,098	0	331,098	341,031	0	341,031	344,442	0	344,442
2400 Clerical & Technical Staff	393,814	33,039	426,853	405,628	34,030	439,658	409,684	34,371	444,055
TTL Non - Certificated Salaries	**724,912**	**148,640**	**873,552**	**746,659**	**153,099**	**899,758**	**754,126**	**154,630**	**908,756**
3000 - Employee Benefits		0	0						
3101 STRS Certificated	813,893	171,565	985,458	990,310	176,712	1,167,022	1,000,213	178,479	1,178,692
3300 OASDI/Medicare	118,777	24,752	143,529	122,340	25,495	147,835	123,564	25,750	149,313
3400 Health and Welfare	691,026	158,707	849,733	711,757	163,468	875,225	718,875	165,103	883,977
3500 Unemployment Insurance	9,757	1,959	11,716	10,049	2,018	12,067	10,150	2,038	12,188
3600 Workers' Comp Certificated	19,052	3,995	23,048	19,624	4,115	23,739	19,820	4,156	23,977
3901 Other Benefits	50,629	13,494	64,123	52,148	13,899	66,047	52,669	14,038	66,707

TTL Employee Benefits	**1,703,134**	**374,473**	**2,077,607**	**1,906,228**	**385,707**	**2,291,936**	**1,925,291**	**389,564**	**2,314,855**
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	779,901	34,645	814,546	787,700	34,991	822,692	795,577	35,341	830,919
4300 Materials & Supplies	791,007	5,698	796,705	798,917	5,755	804,672	806,907	5,813	812,719
4310 Instructional Materials	63,819	5,330	69,149	64,457	5,383	69,840	65,102	5,437	70,539
4320 Office Supplies	205	0	205	207	0	207	209	0	209
4330 Meals & Events	205	0	205	207	0	207	209	0	209
4350 Other Supplies - Materials & Supplies	0	7,995	7,995	0	8,075	8,075	0	8,156	8,156
4400 Non - Capitalized Equipment - Staff	0	0	0	0	0	0	0	0	0
TTL Books/Supplies/Materials	**1,635,137**	**53,668**	**1,688,806**	**1,651,489**	**54,205**	**1,705,694**	**1,668,004**	**54,747**	**1,722,751**
5000 - Services & Operations									
5100 Subagreements For Services	0	112,750	112,750	0	113,878	113,878	0	115,016	115,016
5200 Travel & Conferences	47,143	34,399	81,542	47,614	34,743	82,357	48,090	35,090	83,181
5210 Mileage Reimbursements	0	13,100	13,100	0	13,230	13,230	0	13,363	13,363
5300 Dues & Memberships	7,528	26,650	34,178	7,603	26,917	34,520	7,679	27,186	34,865
5400 Insurance	55,848	0	55,848	56,407	0	56,407	56,971	0	56,971
5610 Facility Rents & Leases	43,082	0	43,082	43,512	0	43,512	43,948	0	43,948
5800 Professional Services - Non - instructional	70,290	1,538	71,828	70,993	1,553	72,546	71,703	1,568	73,272
5810 Legal	123,000	0	123,000	124,230	0	124,230	125,472	0	125,472
5820 Audit & CPA	22,960	0	22,960	23,190	0	23,190	23,421	0	23,421
5830 Non-Instructional Software Licenses/Fees	163,376	0	163,376	165,010	0	165,010	166,660	0	166,660
5840 Advertising & Recruitment	41,308	0	41,308	41,721	0	41,721	42,138	0	42,138
5841 Community Marketing	24,600	0	24,600	24,846	0	24,846	25,094	0	25,094
5850 Oversight Fees	339,966	0	339,966	343,366	0	343,366	346,799	0	346,799
5870 Live Scan Finger printing	1,230	0	1,230	1,242	0	1,242	1,255	0	1,255
5878 Testing & Assessments	27,970	0	27,970	28,249	0	28,249	28,532	0	28,532
5880 Instructional Vendors & Consultants	1,529,647	0	1,529,647	1,544,943	0	1,544,943	1,560,393	0	1,560,393
5890 Misc Other Outside Services	3,280	1,230	4,510	3,313	1,242	4,555	3,346	1,255	4,601
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	197,376	15,680	213,057	199,350	15,837	215,187	201,343	15,996	217,339
TTL Services & Operations	**2,698,603**	**205,346**	**2,903,950**	**2,725,589**	**207,400**	**2,932,989**	**2,752,845**	**209,474**	**2,962,319**
7438 Interest on Debt	0	0	0	0	0	0	0	0	
TTL EXPENDITURES	**11,029,157**	**1,680,376**	**12,709,532**	**11,425,357**	**1,725,607**	**13,150,963**	**11,539,610**	**1,742,863**	**13,282,473**
DESCRIPTION	**FY2026-27 Helendale Unrestricted**	**FY2026-27 Helendale Restricted**	**FY2026-27 Helendale Combined**	**FY2027-28 Helendale Unrestricted**	**FY2027-28 Helendale Restricted**	**FY2027-28 Helendale Combined**	**FY2028-29 Helendale Unrestricted**	**FY2028-29 Helendale Restricted**	**FY2028-29 Helendale Combined**
Revenues less Expenditures (Net Revenues)	**464,644**	**147,208**	**611,852**	**496,722**	**286,663**	**783,385**	**984,175**	**331,758**	**1,315,933**
Beginning Fund Balance	**5,971,285**	**211,358**	**6,182,643**	**6,435,929**	**358,566**	**6,794,495**	**6,932,652**	**645,230**	**7,577,882**
ENDING BALANCE	**6,435,929**	**358,566**	**6,794,495**	**6,932,652**	**645,230**	**7,577,882**	**7,916,827**	**976,989**	**8,893,815**
ENDING BALANCE AS % OF EXPENDITURES	**58.35%**	**21.34%**	**53.46%**	**60.68%**	**37.39%**	**57.62%**	**68.61%**	**56.06%**	**66.96%**

Description - Warner	FY2026-27 Warner Unrestricted	FY2026-27 Warner Restricted	FY2026-27 Warner Combined	FY2027-28 Warner Unrestricted	FY2027-28 Warner Restricted	FY2027-28 Warner Combined	FY2028-29 Warner Unrestricted	FY2028-29 Warner Restricted	FY2028-29 Warner Combined
Average Daily Attendance (P-2 Projected)			**1,218.19**			**1,230.37**			**1,242.68**
COLA			**4.31%**			**0.00%**			**0.00%**
REVENUES:									
General Purpose Entitlement									
8011 General Purpose Block Grant	15,078,331	0	15,078,331	15,184,156	0	15,184,156	15,341,811	0	15,341,811
8012 Education Protection Account	243,638	0	243,638	246,075	0	246,075	248,536	0	248,536
8096 Funding in Lieu of Property Taxes	581,484	0	581,484	581,484	0	581,484	581,484	0	581,484
TTL General Purpose Entitlement	**15,903,453**	**0**	**15,903,453**	**16,011,715**	**0**	**16,011,715**	**16,171,831**	**0**	**16,171,831**
Federal Revenue									
8181 Federal IDEA SpEd Revenue	0	176,764	176,764	0	178,532	178,532	0	180,317	180,317
8290 Other Federal Revenue	0	189,500	189,500	0	191,395	191,395	0	193,309	193,309
TTL Federal Revenue	**0**	**366,264**	**366,264**	**0**	**369,927**	**369,927**	**0**	**373,626**	**373,626**
Other State Revenue									
8311 AB602 State SpEd Revenue		1,405,587	1,405,587	0	1,419,643	1,419,643	0	1,433,839	1,433,839
8550 Mandated Cost Reimbursements	34,051		34,051	34,392	0	34,392	34,736	0	34,736
8560 State Lottery Revenue	229,745	99,153	328,899	232,043	100,145	332,188	234,363	101,146	335,510
8590 Other State Revenue		475,652	475,652	0	480,409	480,409	0	485,213	485,213
TTL Other State Revenue	**263,797**	**1,980,392**	**2,244,189**	**266,435**	**2,000,196**	**2,266,631**	**269,099**	**2,020,198**	**2,289,297**
Other Local Revenue									
8660 Interest Income	177,000		177,000	178,345	0	178,345	180,129	0	180,129
8699 Other Revenue	0		0	0	0	0	0	0	0
8980 Contributions to Restricted Programs	-216,200	216,200	0	-239,451	239,451	0	-296,740	296,740	0
TTL Other Local Revenue	**-39,200**	**216,200**	**177,000**	**-61,106**	**239,451**	**178,345**	**-116,611**	**296,740**	**180,129**
TTL REVENUES	**16,128,050**	**2,562,856**	**18,690,906**	**16,217,044**	**2,609,574**	**18,826,618**	**16,324,319**	**2,690,564**	**19,014,883**
EXPENDITURES:									
1000 - Certificated Salaries									
1100 Teacher Compensation	4,551,245	670,843	5,222,088	4,687,783	690,968	5,378,751	4,734,660	697,878	5,432,538
1200 Student Support	353,334	308,817	662,151	363,934	318,081	682,015	367,573	321,262	688,835
1300 Certificated Administrators	1,174,475	199,901	1,374,376	1,209,709	205,898	1,415,607	1,221,806	207,957	1,429,763
1900 Other Certificated Salaries	61,795	113,040	174,835	63,649	116,431	180,080	64,286	117,595	181,881
TTL Certificated Salaries	**6,140,849**	**1,292,601**	**7,433,450**	**6,325,075**	**1,331,379**	**7,656,454**	**6,388,325**	**1,344,693**	**7,733,018**
2000 - Non - Certificated Salaries									
2100 Instructional Aides	0	166,352	166,352	0	171,343	171,343	0	173,056	173,056
2300 Classified Administrators	476,459	0	476,459	490,752	0	490,752	495,660	0	495,660
2400 Clerical & Technical Staff	566,707	47,544	614,251	583,709	48,970	632,679	589,546	49,460	639,006
TTL Non - Certificated Salaries	**1,043,166**	**213,896**	**1,257,062**	**1,074,461**	**220,313**	**1,294,774**	**1,085,206**	**222,516**	**1,307,722**
3000 - Employee Benefits									
3101 STRS Certificated	1,171,212	246,887	1,418,099	1,454,348	6,293	1,460,642	1,468,892	6,356	1,475,248
3300 OASDI/Medicare	170,923	35,619	206,542	176,051	36,687	212,738	177,811	37,054	214,866
3400 Health and Wellfare	994,404	228,383	1,222,787	1,024,236	235,235	1,259,470	1,034,478	237,587	1,272,065
3500 Unemployment Insurance	14,040	2,819	16,859	14,461	2,904	17,365	14,606	2,933	17,539
3600 Workers' Comp Certificated	27,417	5,750	33,166	28,239	5,922	34,161	28,522	5,981	34,503
3901 Other Benefits	72,856	19,419	92,275	75,042	20,001	95,043	75,792	20,201	95,993

TTL Employee Benefits	**2,450,852**	**538,876**	**2,989,728**	**2,772,377**	**307,042**	**3,079,419**	**2,800,101**	**310,113**	**3,110,214**
4000 - Books/Supplies/Materials									
4100 Textbooks & Core Curriculum	1,122,297	49,855	1,172,152	1,133,520	50,354	1,183,873	1,144,855	50,857	1,195,712
4300 Materials & Supplies	1,138,279	8,200	1,146,479	1,149,662	8,282	1,157,943	1,161,158	8,365	1,169,523
4310 Instructional Materials	91,837	7,670	99,507	92,755	7,747	100,502	93,683	7,824	101,507
4320 Office Supplies	295	0	295	298	0	298	301	0	301
4330 Meals & Events	295	0	295	298	0	298	301	0	301
4350 Other Supplies - Materials & Supplies	0	11,505	11,505	0	11,620	11,620	0	11,736	11,736
4400 Non - Capitalized Equipment - Staff	0	0	0	0	0	0	0	0	0
TTL Books/Supplies/Materials	**2,353,003**	**77,230**	**2,430,232**	**2,376,533**	**78,002**	**2,454,535**	**2,400,298**	**78,782**	**2,479,080**
5000 - Services & Operations									
5100 Subagreements For Services	0	162,250	162,250	0	163,873	163,873	0	165,511	165,511
5200 Travel & Conferences	67,839	49,501	117,340	68,518	49,996	118,514	69,203	50,496	119,699
5210 Mileage Reimbursements	0	18,851	18,851	0	19,039	19,039	0	19,229	19,229
5300 Dues & Memberships	10,833	38,350	49,183	10,941	38,734	49,675	11,051	39,121	50,172
5400 Insurance	80,367	0	80,367	81,171	0	81,171	81,982	0	81,982
5610 Facility Rents & Leases	61,995	0	61,995	62,615	0	62,615	63,242	0	63,242
5800 Professional Services - Non - instructional	101,150	2,213	103,362	102,161	2,235	104,396	103,183	2,257	105,440
5810 Legal	177,000	0	177,000	178,770	0	178,770	180,558	0	180,558
5820 Audit & CPA	33,040	0	33,040	33,370	0	33,370	33,704	0	33,704
5830 Non-Instructional Software Licenses/Fees	235,103	0	235,103	237,454	0	237,454	239,828	0	239,828
5840 Advertising & Recruitment	59,443	0	59,443	60,037	0	60,037	60,637	0	60,637
5841 Community Marketing	35,400	0	35,400	35,754	0	35,754	36,112	0	36,112
5850 Oversight Fees	159,035	0	159,035	160,625	0	160,625	162,231	0	162,231
5870 Live Scan Finger printing	1,770	0	1,770	1,788	0	1,788	1,806	0	1,806
5878 Testing & Assessments	40,249	0	40,249	40,652	0	40,652	41,058	0	41,058
5880 Instructional Vendors & Consultants	2,201,199	0	2,201,199	2,223,211	0	2,223,211	2,245,443	0	2,245,443
5890 Misc Other Outside Services	4,720	1,770	6,490	4,767	1,788	6,555	4,815	1,806	6,620
5930 Postage	0	0	0	0	0	0	0	0	0
5940 Technology Services	284,029	22,565	306,594	286,869	22,790	309,659	289,738	23,018	312,756
TTL Services & Operations	**3,553,171**	**295,499**	**3,848,670**	**3,588,703**	**298,454**	**3,887,156**	**3,624,590**	**301,438**	**3,926,028**
7438 Interest on Debt	0	0	0	0	0	0	0	0	0
TTL EXPENDITURES	**15,541,041**	**2,418,101**	**17,959,142**	**16,137,149**	**2,235,190**	**18,372,338**	**16,298,520**	**2,257,542**	**18,556,062**
DESCRIPTION	**FY2026-27 Warner Unrestricted**	**FY2026-27 Warner Restricted**	**FY2026-27 Warner Combined**	**FY2027-28 Warner Unrestricted**	**FY2027-28 Warner Restricted**	**FY2027-28 Warner Combined**	**FY2028-29 Warner Unrestricted**	**FY2028-29 Warner Restricted**	**FY2028-29 Warner Combined**
Revenues less Expenditures (Net Revenues)	**587,009**	**144,755**	**731,764**	**79,895**	**374,384**	**454,279**	**25,799**	**433,022**	**458,821**
Beginning Fund Balance	**7,104,473**	**253,412**	**7,357,885**	**7,691,482**	**398,167**	**8,089,649**	**7,771,378**	**772,552**	**8,543,929**
		0	**0**	**0**	**0**	**0**	**0**	**0**	**0**
ENDING BALANCE	**7,691,482**	**398,167**	**8,089,649**	**7,771,378**	**772,552**	**8,543,929**	**7,797,176**	**1,205,574**	**9,002,751**
ENDING BALANCE AS % OF EXPENDITURES	**49.49%**	**16.47%**	**45.04%**	**48.16%**	**34.56%**	**46.50%**	**47.84%**	**53.40%**	**48.52%**

Excel Academy Charter School-Warner's estimated 2026-27 EPA entitlement is $243,638. 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%	$243,638
Total:	**100%**	**100%**	**$243,638**

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	2.25	1000/1100	$243,638
Totals	**2.25**	**1000/1100**	**$243,638**

The following summary shows the fiscal year 2027, 2028, and 2029 revenue and expenditure calculations:

Excel Academy Charter School - Warner	
Education Protection Account Spending Summary	
2026-27 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	$243,638
EPA Expenditures on Teacher Salaries & Benefits:	**$243,638**
Unspent 2026-27 EPA Revenues:	-

2027-28 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$246,075
EPA Expenditures on Teacher Salaries & Benefits:	**$246,075**
Unspent 2027-28 EPA Revenues:	-
2028-29 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$248,536
EPA Expenditures on Teacher Salaries & Benefits:	**$248,536**
Unspent 2028-29 EPA Revenues:	-
EPA Requirements Met in Each Year?	**YES**

Excel Academy Charter School-Helendale's estimated 2026-27 EPA entitlement is $169,605.
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%	$169,605
Total:	**100%**	**100%**	**$169,605**

Proposed Expenditures by Function - Detail

Certificated Positions			
Position	Number of Employees	SACS Function/Object	Cost
Classroom Teacher Salaries	1.25	1000/1100	$169,605
Totals	**1.25**	**1000/1100**	**$169,605**

The following summary shows the fiscal year 2027, 2028, and 2029 revenue and expenditure calculations:

Excel Academy Charter School - Helendale	
Education Protection Account Spending Summary	
2026-27 Fiscal Year:	
Final Education Protection Account (EPA) Revenues:	$169,605
EPA Expenditures on Teacher Salaries & Benefits:	**$169,605**
Unspent 2026-27 EPA Revenues:	-

2027-28 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$178,764
EPA Expenditures on Teacher Salaries & Benefits:	**$178,764**
Unspent 2027-28 EPA Revenues:	-
2028-29 Fiscal Year:	
Projected Education Protection Account (EPA) Revenues:	$188,417
EPA Expenditures on Teacher Salaries & Benefits:	**$188,417**
Unspent 2028-29 EPA Revenues:	-
EPA Requirements Met in Each Year?	**YES**

ACTION: APPROVAL OF 2024-25 EPA Plan Actuals

RECOMMENDATION:

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

BACKGROUND:

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

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

- The governing board must approve the spending plan during a public meeting.
- EPA funds cannot be used for administrators' salaries or benefits 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 on its website of how much money was received from the EPA and how the funds were expended.

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

In November 2016, Proposition 55, a Tax extension, amended Proposition 30, providing

continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89 percent are provided to K-12 Education and 11 percent to community colleges.

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group to the general fund. Salaries below are calculated assuming no furlough days and/or salary rollbacks. Any difference in revenue and/or expenditures will be adjusted in teacher salaries (function 1000; object 1100).
For frequently asked questions about EPA, please refer to the California Department of Education's website at http://www.cde.ca.gov/fg/aa/pa/pafaq.asp.

CURRENT CONSIDERATIONS:

Excel Academy Charter School estimated 2024-25 EPA entitlement is $210,622, Warner.

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

Group		Percentage of GF Cost per group		Percentage applied to EPA funds		Amount
Certificated Staff		100%		100%		$210,622
Total:		**100%**		**100%**		**$210,622**

Expenditures by Function - Detail

Certificated Positions			
Position	**Number of Employees**	**SACS Function/Object**	**Cost**
Classroom Teacher Salaries	2.25	1000/1100	$210,622
Totals	**2.25**	**1000/1100**	**$ 195,934**

EPA Requirements Met?	**YES**

FINANCIAL IMPACT:

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

ACTION: APPROVAL OF 2024-25 EPA Plan Actuals

RECOMMENDATION:

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

BACKGROUND:

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

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

- The governing board must approve the spending plan during a public meeting.
- EPA funds cannot be used for administrators' salaries or benefits 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 on its website showing how much money it received from the EPA and how the funds were expended.

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

In November 2016, Proposition 55, a Tax extension, amended Proposition 30, providing continued allocation. Of the revenues generated from Section 36 of Article XIII EPA funds, 89

percent are provided to K-12 Education and 11 percent to community colleges.

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff. Their share of costs determines the percentage of funds used per group to the general fund. Salaries below are calculated assuming no furlough days and/or salary rollbacks. Any difference in revenue and/or expenditures will be adjusted in teacher salaries (function 1000; object 1100).
For frequently asked questions about EPA, please refer to the California Department of Education's website at: http://www.cde.ca.gov/fg/aa/pa/pafaq.asp.

CURRENT CONSIDERATIONS:

Excel Academy Charter School estimated 2024-25 EPA entitlement is $132,654 Helendale.

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

Group	Percentage of GF Cost per group	Percentage applied to EPA funds	Amount
Certificated Staff	100%	100%	$132,654
Total:	**100%**	**100%**	**$132,654**

Expenditures by Function - Detail

Certificated Positions			
Position	**Number of Employees**	**SACS Function/Object**	**Cost**
Classroom Teacher Salaries	1.25	1000/1100	$132,654
Totals	**1.25**	**1000/1100**	**$ 121,570**

EPA Requirements Met?	**YES**

FINANCIAL IMPACT:

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