



LCFF Budget Overview for Parents

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

CDS Code: California

School Year: 2022-23

LEA contact information:

Heidi Gasca

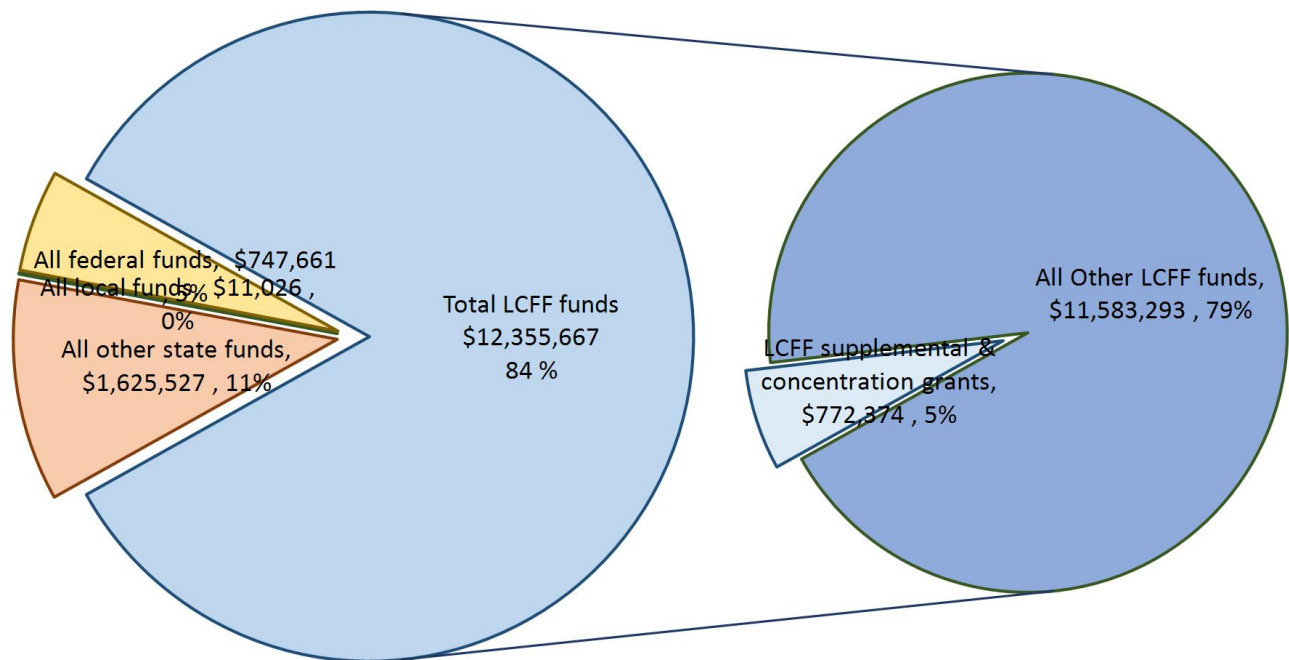
Executive Director

(949) 412-3122

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

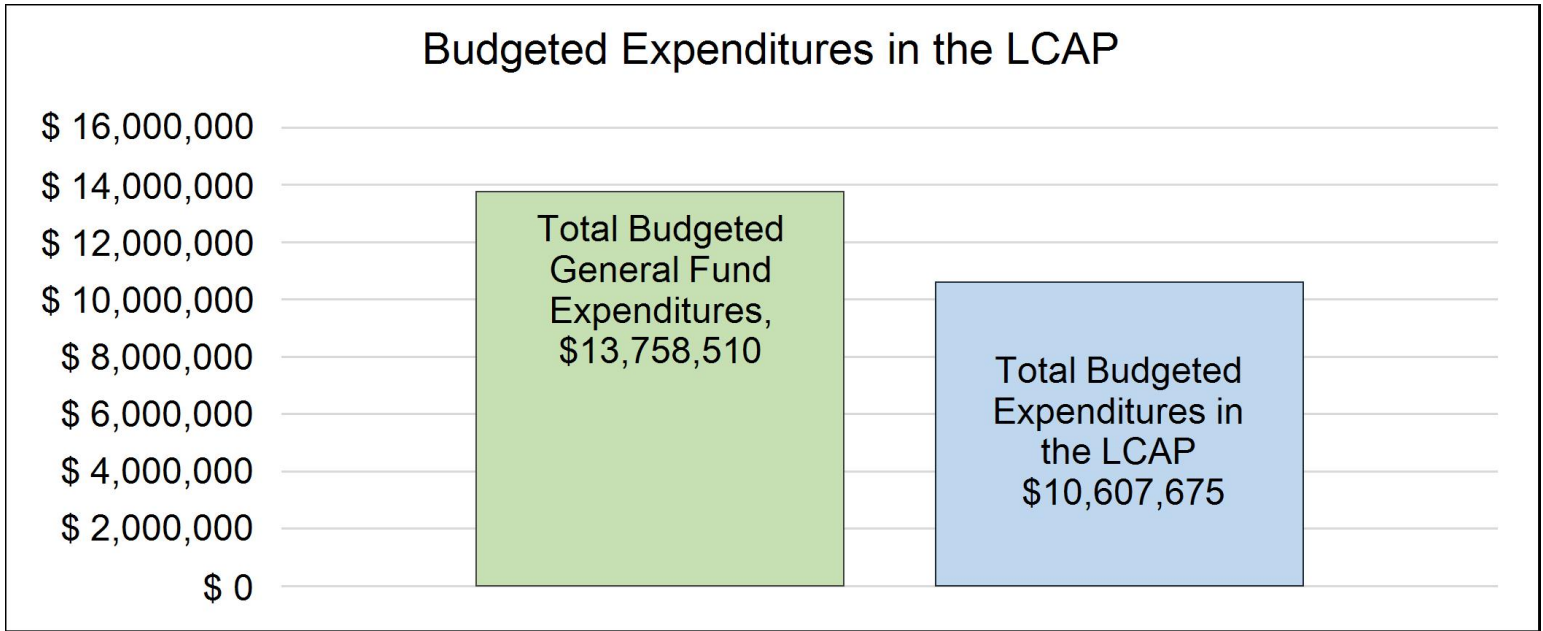


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is \$14,739,881.00, of which \$12,355,667.00 is Local Control Funding Formula (LCFF), \$1,625,527.00 is other state funds, \$11,026.00 is local funds, and \$747,661.00 is federal funds. Of the \$12,355,667.00 in LCFF Funds, \$772,374.00 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 2022-23. 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 \$13,758,510.00 for the 2022-23 school year. Of that amount, \$10,607,675.00 is tied to actions/services in the LCAP and \$3,185,225.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

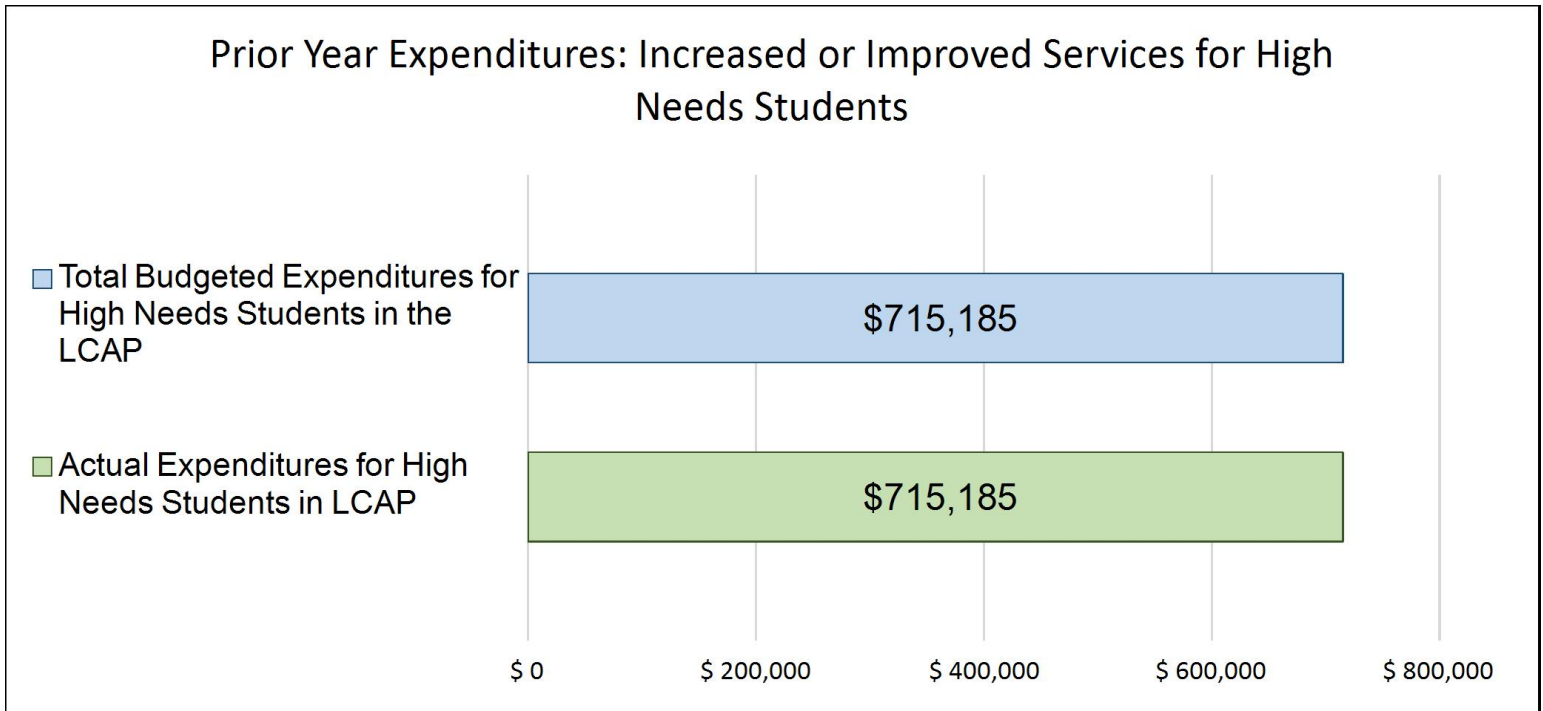
General educational and operational expenses to operate the school's educational program on top of the targeted areas outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Excel Academy Charter School - Warner is projecting it will receive \$772,374.00 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 \$772,374.00 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 2021-22



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 2021-22, Excel Academy Charter School - Warner's LCAP budgeted \$715,185.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent \$715,185.00 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Excel Academy Charter School did not receive funds under the Budget Act of 2021, therefore there was no allocation in the LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Excel Academy is a NCB school (100% Virtual) - No Safety Plan was required to be submitted. ESSER III expenditure plan was submitted.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Excel Academy Charter School (EACS) continuously engages its educational partners with the development and updates of the school's LCAP. In addition, EACS has meaningfully consulted with its educational partners to solicit input and feedback on the use of one-time federal funds intended to support recovery from the COVID-19 pandemic and the impact of distance learning during the COVID-19 pandemic. Opportunities to attend planning meetings for public hearing, adoption and parent advisory committee meetings were extended to all community members and organizations through the school social media platforms, website, and ParentSquare. To our knowledge, none of the required community members attending expressly identified as representing a tribe or civil rights organization. Bargaining units do not apply to Excel Academy Charter School. Based on the LEA's development of the LCAP, the ESSER III template was created and provided to the School Site Council on September 3rd for community participants to review and provide feedback. Based on the feedback received, the final version of the ESSER III plan was provided to the governing board for approval. The development of the ESSER III Expenditure Plan included seeking out community input on how best to utilize the funds. The needs assessment data included a review of the 2020-21 school year Input Survey results and the i-Ready data results with our School Site Council, Title I Coordinator, Intervention Coordinator, Special Education Administrator, and Administrative Representatives during a public meeting.

ESSER III funds received in FY22 - no other one-time monies in this current fiscal year.
Cares Act Funds (ESSER I, II, III, LLMF, CRF) received in FY20-21 - expenditures were reported in July to CDE (GEER I)
ESSER III part of funding was used on technology to help students with distance learning.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Excel Academy NCB school (100% Virtual) - No Safety Plan was required to be submitted.
ESSER III expenditure plan was submitted and is aligned with the LCAP: Individualized support, Credentialed teachers working with students virtually with focus on specific areas of need, Technology: Access to supplemental curriculum and expanded learning opportunities, Professional Development
The success is our low 0.5% chronic absenteeism rate, the high educational partner survey satisfaction rate with our school program, and our 89.7% graduation rate.
The challenge has been keeping up with Covid-19 mandates while maintaining consistency in our school program.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Excel Academy Charter School is a NCB school (100% Virtual) - No Safety Plan was required to be submitted. ESSER III expenditure plan was submitted.

Excel Academy Warner LCAP url: <https://www.excelacademy.education/board-governance/school-accountability/lcaplcf/>

Excel Academy ESSER III plan url <https://www.excelacademy.education/board-governance/school-accountability/esser/>

LCAP 1.7 Individualized Support: EACS will increase access to supplemental curriculum for all grade levels, including college and career readiness, schoolwide learning, online subscriptions targeting learning recovery, and teacher online learning subscriptions across all grade levels.

Students falling into Tier II and Tier III, one plus grade levels below the current grade level, will be provided with resources, direct instruction, and support through the "What I Need" (WIN) intervention program. EACS will focus on the need to provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.

LCAP 1.7 Staff: EACS takes great pride in establishing programs that are geared to meeting the needs of all individual students. Credentialed teachers will be working with students virtually to provide weekly engagement in academic learning lessons that will focus on specific areas of need (i.e SEL and ELA instruction).

Other activities that are implemented and necessary to maintain operations, continuity of services, and the employment of existing staff; include but are not limited to: EL engagement in weekly virtual lessons, weekly interventions in reading, writing, and mathematics, direct instruction in core subjects, and special education staff and services. Weekly intervention classes will target students who have fallen into tier 2 (one grade level below current grade level) and tier 3 (two plus grade levels below current grade level) in English Language Arts (ELA) and mathematics based on the i-Ready diagnostic internal benchmark assessment data. In addition, weekly classes for English Learner students who are emerging, expanding, and building English proficiency in reading, writing, listening, and speaking will be offered.

LCAP 2.2 Covid 19 At Home Tests: EACS will purchase at home COVID-19 tests for certificated and classified staff.

LCAP 2.4 Technology and Professional Development Access: Purchasing technological devices, such as chromebooks and hotspots, to support all students and subgroups including English Learners, socio-economically disadvantaged, students of color, homeless and foster youth, and students with disabilities will allow access to supplemental curriculum and expanded learning opportunities. Professional development for all staff and educators will be available as additional support to promote student engagement and develop 21st Century skills

to access resources, guidance, and instruction as needed.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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

Students enrolled in this school reside in urban, suburban, and rural areas throughout Orange, Riverside, and San Diego Counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. On CBEDS day 2021-22, Excel Academy Charter School- Warner reported an enrollment of 1256 students. This includes the enrollment of 32% socio-economically disadvantaged, 2.9% English Learners, 10.4% Special Education, .8% Homeless, and 0 % Foster Youth. 25.7% of students enrolled in Excel Academy Charter School - Warner are Hispanic.

Mission Statement:

Excel Academy will provide flexible, personalized learning through a customized course of study that will educate, motivate, and instill a love of learning in each individual student. Teachers and parents will join together to maintain high expectations and promote academic excellence for all students creating the next generation of leaders.

Our Vision:

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

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

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

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

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

Reflections: Successes

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

Excel Academy Charter School is most proud of the following:

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

Parent/Guardian survey results:

97.3% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.2% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

98.2% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence, and that the school demonstrates good effort in providing opportunities for involvement and input.

97.7% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

Student survey results:

100% of student survey respondents "agree" their Teacher of Record (ToR): is available to speak when they need guidance, cares about their education and is committed to helping them succeed, and makes them feel safe and welcome to meet to discuss their progress.

98.4% of student survey respondents "agree" the curriculum provides challenging grade level instruction and assessment of their academic progress.

2) This year, Excel Academy offered weekly Social Emotional Learning Lessons for students in grades TK-12. These critical sessions were led by credentialed teachers and allowed students to connect with peers to learn important life skills.

3) Excel Academy's local assessment, i-Ready diagnostic benchmark assessments, were administered to measure student progress in the fall, winter, and spring during the 2021-2022 school year. Based on an analysis of our i-Ready fall and spring scores in ELA and Math, our school demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 80% of our students are at or above grade level in ELA. Tier 1 (students at or above grade level) grew by 14% since the first diagnostic in September. 74% of our students are at or above grade level in math. Tier 1 (students at or above grade level) grew by 22% since the first diagnostic in September. Excel Academy attributes the progress and success to the consistent support and guidance of our credentialed teachers, communication between teachers, students, and parents, the consistent completion of the i-Ready personalized lessons, and the interventions in place to provide specific resources, supplements, and live instruction to close learning gaps and strengthen skills.

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

5) Excel Academy 90.5% graduation rate, 0% suspension and expulsion rates, and low absenteeism rate of .02% is a success we are very proud of!

6) In addition to continuing to increase the school's A-G course offerings, we focused on increasing access to A-G courses with an emphasis on our 9th and 10th grade students.

We will maintain or build on our Educational Partner engagement success by:

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

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

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

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

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

6) Our goal is that all of our course curriculum will be available as A-G in 22/23.

Reflections: Identified Need

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

Due to the pandemic, there is limited data included on the state Dashboard for Excel Academy Charter School. This year, Excel Academy is in the process of testing students in grades 3-8, 11/12 on the CAASPP ELA, math, and CAST assessments. Excel Academy's administration will review the data and create a plan to improve any areas that indicate low performance among student groups. In addition, Excel Academy Intervention Department has provided the necessary resources and support, including live instruction, to students who recently scored in tier 2 and tier 3 on the spring i-Ready assessments. The team has also made it a priority to finalize the interventions and live instruction that will be in place for students who scored in tier 2 and tier 3 (one plus grade levels below the current grade levels) on i-Ready for the 22/23 school year. Our goal is to make sure that all students have the necessary interventions in place to progress and thrive in our model when school resumes.

LCAP Highlights

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

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

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

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

Goal 4: Excel Academy will ensure that students are on-track to graduate from high school with increased access to expanded A-G course options, community college partnerships, and CTE pathways all aimed at preparing them for college and/or career and technical education

readiness. Collaboration among all stakeholders will help ensure proper support is in place to prepare high school students for required internal and state assessments. The goal, as well as the actions and services, focuses on monitoring each student's progress toward graduation and ensuring preparedness for college and career. Continual monitoring of student data to identify struggling students and interventions is central to keeping students on-track with course completion and their 4-Year Plan towards graduation. Graduation Rate, College/Career Prepared, CTE participation, and CAASPP scores are all metrics we monitor to ensure students are on track to graduation and to achieve their post-graduation goals.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School - Warner

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School - Warner

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School - Warner

Engaging Educational Partners

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

Excel Academy Charter School is focused on providing effective and meaningful communication that will provide all stakeholders opportunities for input in decision making that concerns the education of our students and the quality of our school program. Communication about opportunities to provide input is provided through social media platforms, and ParentSquare as well as during SSC, ELAC, and PAC meetings. There were 220 participants in our LCAP Parent Input Survey. 98.2% of survey respondents agree that EACS provides opportunities for parents to give input and participate in the school and child's education. Excel Academy shared the survey results with stakeholders on 4/27/2022.

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

Approach to engaging our Educational Partners:

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

Timeline of Process:

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

Leadership Team: Monthly cabinet meetings were held.

Collaboration topics:

Excel Academy's mission and vision

Increase parent understanding for the need of student assessments and participation

Expand CTE classes

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

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

ELAC: 9/2/2021, 11/4/2021, 2/3/2022, 5/5/2022

SSC: 9/3/2021, 11/5/2021, 2/4/2022, 5/6/2022

PAC: 10/7/2021, 5/19/2022

SELA Approval - 5/2022

Staff: Weekly LCAP collaboration meetings with Assistant Director of Assessment and Special Programs and Special Projects Coordinator

School Board LCAP Draft Public Hearing: 6/16/22

School Board LCAP Adoption Public Meeting: 6/23/22

A summary of the feedback provided by specific educational partners.

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

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

Stakeholder Input:

97.7% of survey respondents "agree" that EACS' vision and mission are clear and understandable.

97.3% of survey respondents "agree" that the overall school organization lends itself to efficiency and student achievement.

98.2% of the survey respondents "agree" that EACS provides students access to rigorous core content curriculum and resources for students to access and master grade level standards.

98.2% of the survey respondents "agree" that EACS and teachers clearly communicate academic expectations and encourage academic excellence.

90% of survey respondents "agree" that their student(s) set personal academic achievement goals.

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

98.2% of survey respondents "agree" that there is school/teacher communication of opportunities for them to be actively involved in their child's education.

93.6% of survey respondents "agree" that EACS uses assessment data to modify and monitor curriculum and instruction of students.

95.5% of survey respondents "agree" that they feel connected to the school, valued and respected.

97.7% of survey respondents "agree" that they feel safe and welcome to meet with their child's teachers or school staff to discuss student progress.

97.7% of survey respondents "agree" that there is regular communication of their student's progress.

97.7% of survey respondents "agree" that their child's school has developed a partnership with them to support their child's academic learning and achievement.

98.2% of survey respondents "agree" that the school demonstrates good effort in providing opportunities for involvement and input.

94% of high school parent survey respondents "agree" that the school provides support for high school students to be on the correct path to graduate from high school and become college and career ready.

93% of high school parent survey respondents "agree" that the school provides opportunities for high school students to participate in CTE courses or graduation pathways.

96.4% of survey respondents overall agree that the school supports students in their academic goals.

98.2% of survey respondents overall agree that the school provides opportunities for parents to give input and participate in student's education.

In response to the survey input, the Assistant Director of Assessment and Special Programs shared the survey results with stakeholders to address trends in the input. The response to input was shared during the ELAC, SSC, and all staff meetings in February. There was no input

that directly affected the LCAP goals and actions. Besides clarifying questions about the program, the most consistent trend we found was praise for our school and appreciation for all of the resources provided to families. Sample responses include:

Educational Partner Input Trends:

"Excel Academy does an amazing job at achieving their outcomes and goals."

"We are very pleased with Excel and our ToR. We feel that we have great support for the successes of our kids in their academic achievements!"

"We love Excel Academy! Our ToR is the best! We found in Excel a great school, not only because it helps to get the best academic development of each student, but because Excel worries to improve the social-emotional condition of the kids."

"Excel is amazing and we are extremely grateful for Excel Academy."

"Thank you for all your educational support to our children."

"I feel my child has exceeded expectations since attending Excel."

"We love the teacher led courses! We are very happy with the school!"

"We absolutely love Excel Academy and the support we have received from day 1 and continue to receive."

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

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

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

The survey input was shared during the SSC, ELAC, and all staff meetings held in February, in addition to being shared in the Excel Academy newsletter.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by 2% each year.		A baseline will be developed from 2021-22 CAASPP data.			
i-Ready ELA	<p>2021 i-Ready ELA Fall Scores</p> <p>ALL Tier 1: 65.7% Tier 2: 23.6% Tier 3: 10.7%</p> <p>English Learners Tier 1: 39.5% Tier 2: 32.6% Tier 3: 27.9%</p> <p>Economically Disadvantaged Tier 1: 55.7% Tier 2: 26% Tier 3: 18.3%</p> <p>Students w/ IEPs Tier 1: 34.8% Tier 2: 31.9% Tier 3: 33.3%</p>	<p>2022 i-Ready ELA Spring Scores</p> <p>ALL Tier 1: 80.5% Tier 2: 13.8% Tier 3: 5.7%</p> <p>English Learners Tier 1: 76.7% Tier 2: 6.7% Tier 3: 16.7%</p> <p>Economically Disadvantaged Tier 1: 74.9% Tier 2: 17.5% Tier 3: 7.7%</p> <p>Students w/ IEPs Tier 1: 50.5% Tier 2: 21.6% Tier 3: 27.8%</p>			Decrease Tier III percentage by 2% each year
i-Ready Math	<p>2021 i-Ready Math Fall Scores</p> <p>ALL Tier 1: 52.6% Tier 2: 34.4% Tier 3: 13%</p>	<p>2022 i-Ready Math Spring Scores</p> <p>ALL Tier 1: 74.2% Tier 2: 17.7% Tier 3: 8.1%</p>			Decrease Tier III percentage by 2% each year

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.		No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like Little/Big Buddies and Eagle Engagement and Eagle Connection to promote academic growth as well as social-emotional awareness and character building		Yes
1.3	Broad Course of Study	1.3. All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum 	\$5,453,947.00	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	\$59,972.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum pacing, identifying, supporting, and monitoring students in the What I Need (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.		
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining the EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and ToR parent training.		Yes
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.		No
1.7	Student Monitoring and Support	1.7 Identify, support, and monitor students performing one or more years below grade level through the What I Need (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed ToR (Teacher of Record). Students who are performing below grade level on the fall i-Ready assessments will be required to take the mid-year i-Ready assessment(s).	\$334,699.00	Yes
1.8	Needs Assessment and Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	\$26,450.00	No

Goal Analysis [2021-22]

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

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

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

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

The budgeted expenditures are a reflection of the lifting of COVID-19 restrictions and projected enrollment.

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

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

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

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

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

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

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

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

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provides the intervention department with the data to identify students who are performing below grade level and who need the additional support. Once the CAASPP data is collected from 2022, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

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

Through collaborative review of Goal 1, a modification of the goal description was changed from "falling off track" to "fallen below grade level."

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	\$47,390.00	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.	\$4,221,353.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through ParentSquare, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	\$5,607.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	\$54,370.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goal Analysis [2021-22]

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

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

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

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

The budgeted expenditures are a reflection of the lifting of COVID-19 restrictions and projected enrollment.

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

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

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

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

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

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

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

Modification: 2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through ParentSquare, email, the school website, and social media platforms will be merged with 3.2.
2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively (moving from ParentSquare), email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
3.2	Educational Partner Partnerships	3.2 We will engage our Educational Partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.	\$122,315.00	Yes
3.3	School Climate	3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	\$10,000.00	No
3.4	Student Services	3.4 Properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	\$52,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Climate and School Safety	3.5 The charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No
3.6	Communication and Translation Services	3.6 Notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent, upon request by clerical staff.	\$7,500.00	Yes
3.7	School Operating Services	3.7 Operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goal Analysis [2021-22]

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

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

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

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

The budgeted expenditures are a reflection of the lifting of COVID-19 restrictions and projected enrollment.

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

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of stakeholder engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input.
Effectiveness 3.2: Excel Academy engaged our Educational Partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.
Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment.

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

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

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

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

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

Modify: 3.2 We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families will be merged with 2.3. Frequent communication with parents/students to notify them of school events, opportunities, and resources through ParentSquare, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	\$16,000.00	No
4.2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	\$173,572.00	No
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.		No

Action #	Title	Description	Total Funds	Contributing
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	\$22,500.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.		No
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

Goal Analysis [2021-22]

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

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

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

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

The budgeted expenditures are a reflection of the lifting of COVID-19 restrictions and projected enrollment.

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

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

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

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

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

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

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

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

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

New action - 4.6 title will be changed to A-G Courses and the description will remain the same. 4.7 will be removed. 4.8 is renamed as 4.7.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0	\$0.00	

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

Required Descriptions

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

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

2022 i-Ready ELA Spring Scores

ALL

Tier 1: 80.5%, Tier 2: 13.8%, Tier 3: 5.7%

English Learners

Tier 1: 76.7%, Tier 2: 6.7%, Tier 3: 16.7%

Economically Disadvantaged

Tier 1: 74.9%, Tier 2: 17.5%, Tier 3: 7.7%

Students w/ IEPs

Tier 1: 50.5%, Tier 2: 21.6%, Tier 3: 27.8%

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

2022 i-Ready Math Spring Scores

ALL

Tier 1: 74.2%, Tier 2: 17.7%, Tier 3: 8.1%

English Learners

Tier 1: 63.3%, Tier 2: 30%, Tier 3: 6.7%

Economically Disadvantaged

Tier 1: 68.5%, Tier 2: 20.8%, Tier 3: 10.7%

Students w/ IEPs

Tier 1: 48%, Tier 2: 18.4%, Tier 3: 33.7%

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

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

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

Goal 1 focuses on providing quality curricula to students and using assessments in reading and math to ensure they are meeting the state standards. Action 1.4 focuses on improving the quality of services through relevant and ongoing professional development that addresses topics such as goal setting, creating pacing guides and best practices for supporting high school students. This action is important for the success of all students, but is particularly important to the achievement of English Learners, foster youth, low-income students, and students

with disabilities (SWDs). Action 1.5 focuses on improving services in quality by providing parent training and workshops to equip parents in all aspects of education, including expectations and requirements, choosing a standards-based curriculum, and how to locate school-sponsored field trips and approved community partners to help enrich the learning experience. ELAC meetings are held regularly to support parents in understanding the ELD (English Language Development) curriculum, accessing resources, and ensuring they are informed about the reclassification process. This is effective in meeting the needs of these subgroups because when parents are engaged and informed, they are more likely to take advantage of the resources offered and provide valuable input which leads to improved services for their students. Action 1.7 focuses on monitoring and supporting students in the What I Need (WIN) program. Teachers receive updated training each year and monitor students in the program weekly. This action benefits our underrepresented students because if they are behind grade level they receive personalized intervention lessons to fill in learning gaps and support progress in their grade-level curriculum. This ensures that these students receive individualized attention and do not fall behind.

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

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

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

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

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

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

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,445,360.00			\$162,315.00	\$10,607,675.00	\$8,706,571.00	\$1,901,104.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Achievement	All					
1	1.2	Student Monitoring	English Learners Foster Youth Low Income					
1	1.3	Broad Course of Study	All	\$5,453,947.00				\$5,453,947.00
1	1.4	Professional Development	All	\$59,972.00				\$59,972.00
1	1.5	Parent Training	English Learners					
1	1.6	Grade Level Curriculum and Instruction	All					
1	1.7	Student Monitoring and Support	English Learners Foster Youth Low Income	\$294,699.00			\$40,000.00	\$334,699.00
1	1.8	Needs Assessment and Data Analysis	All	\$26,450.00				\$26,450.00
2	2.1	School Climate and Student Engagement	All	\$47,390.00				\$47,390.00
2	2.2	Certificated and Classified Salaries and Benefits	All	\$4,221,353.00				\$4,221,353.00
2	2.3	Educational Partner Communication	All	\$5,607.00				\$5,607.00
2	2.4	Technology	All	\$54,370.00				\$54,370.00
2	2.5	Professional Development	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Partner Engagement	All					
3	3.2	Educational Partner Partnerships	English Learners Foster Youth Low Income				\$122,315.00	\$122,315.00
3	3.3	School Climate	All	\$10,000.00				\$10,000.00
3	3.4	Student Services	All	\$52,000.00				\$52,000.00
3	3.5	School Climate and School Safety	All					
3	3.6	Communication and Translation Services	English Learners	\$7,500.00				\$7,500.00
3	3.7	School Operating Services	All					
4	4.1	College and Career Readiness and Career Technical Education	All	\$16,000.00				\$16,000.00
4	4.2	High School Graduation	All	\$173,572.00				\$173,572.00
4	4.3	High School Curriculum and Instruction	All					
4	4.4	Testing	English Learners Foster Youth Low Income	\$22,500.00				\$22,500.00
4	4.5	Testing	Foster Youth Low Income					
4	4.6	A-G and Career Technical Education Courses	All					
4	4.7	Needs Assessment - Data Analysis	All					

2022-23 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
	772,374		0		\$324,699.00	0.00%		Total:	\$324,699.00
								LEA-wide Total:	\$324,699.00
								Limited Total:	\$294,699.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.4	Professional Development				All Schools	\$59,972.00	
1	1.5	Parent Training	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$294,699.00	
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	\$7,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,500.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$9,130,549.82	\$9,130,549.00

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	Academic Achievement	No		
1	1.2	Monitor Student Progress	Yes		
1	1.3	Broad Course of Study	No	\$475,000.00	475,000.00
1	1.4	Professional Development	No	\$47,500.00	47,500.00
1	1.5	Parent Training	Yes		
1	1.6	Curriculum and Instruction	No		
1	1.7	Student Monitoring and Support	Yes	\$32,500.00	32,500.00
1	1.8	Needs Assessment and Data Analysis	No	\$26,450.00	26,450.00
2	2.1	School Climate and Student Engagement	No	\$47,390.00	47,390.00
2	2.2	Certificated and Classified Salaries and Benefits	No	\$7,982,061.00	7,982,061.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Stakeholder Communication	No	\$5,607.00	5,607.00
2	2.4	Technology	No	\$125,000.00	125,000.00
2	2.5	Professional Development	No		
3	3.1	Stakeholder Engagement	No		
3	3.2	Stakeholder Partnerships	Yes	\$72,150.40	72,150.00
3	3.3	School Climate and Stakeholder Relationships	No	\$10,000.00	10,000.00
3	3.4	Student Services	No	\$51,880.17	51,880.00
3	3.5	School Safety	No		
3	3.6	Communication and Translation	Yes	\$7,500.00	7,500.00
3	3.7	School Operations	No		
4	4.1	College and Career Readiness and Career Technical Education	No	\$16,000.00	16,000
4	4.2	High School Graduation Monitoring	No	\$209,011.25	209011.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	High School Curriculum and Instruction	No		
4	4.4	Testing	Yes	\$22,500.00	22,500.00
4	4.5	Exam Costs	Yes		
4	4.6	A-G and Career Technical Education Courses	No		
4	4.7	A-G Course Offerings	No		
4	4.8	Needs Assessment - Data Analysis	No		

2021-22 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)
	\$62,500.00	\$62,500.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Monitor Student Progress	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	\$32,500.00	32,500.00		
3	3.2	Stakeholder Partnerships	Yes				
3	3.6	Communication and Translation	Yes	\$7,500.00	7,500.00		
4	4.4	Testing	Yes	\$22,500.00	22,500.00		
4	4.5	Exam Costs	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.00%	\$62,500.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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