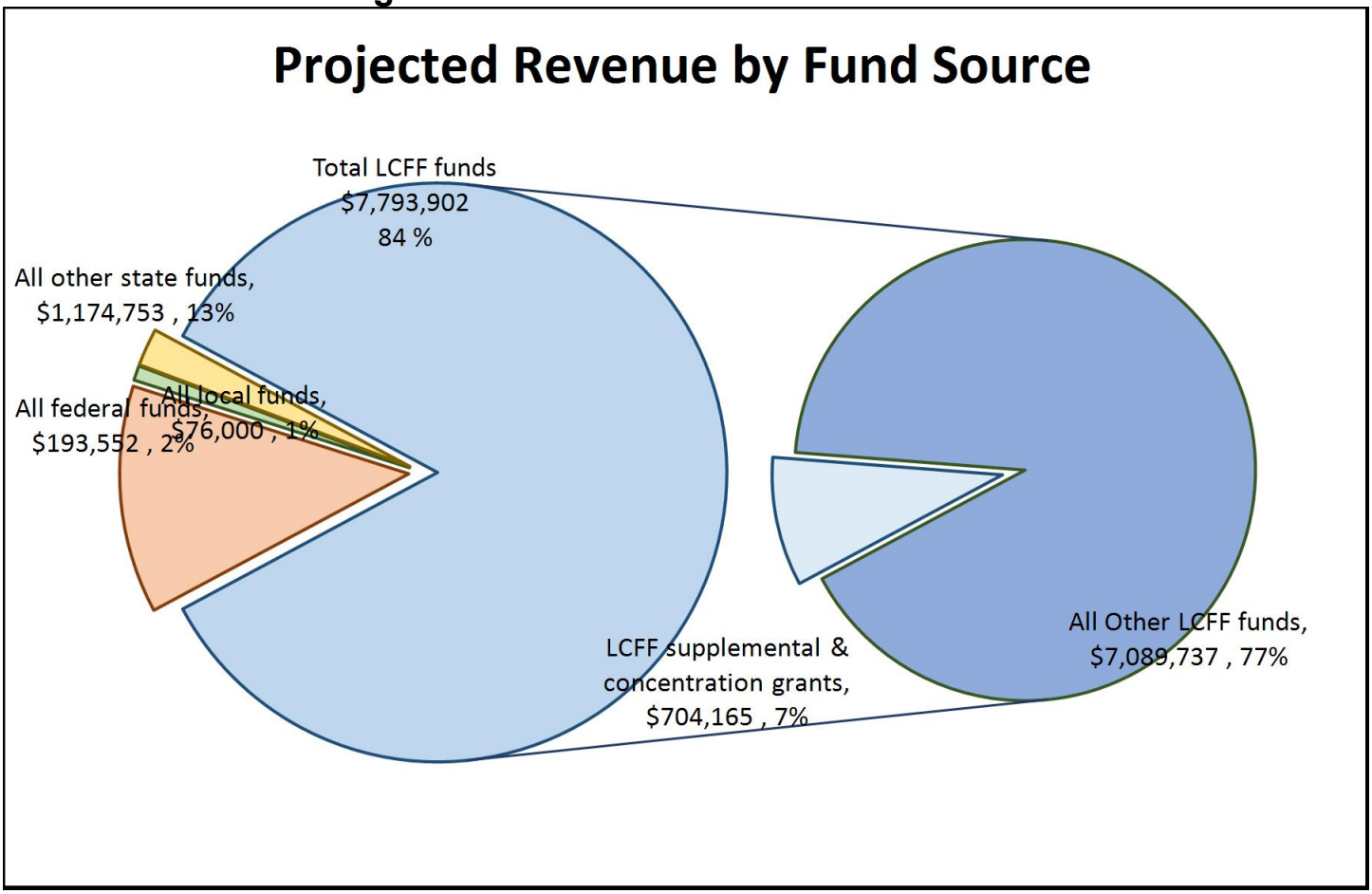
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excel Academy Charter School - Helendale
CDS Code: California
School Year: 2024-25
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 2024-25 School Year

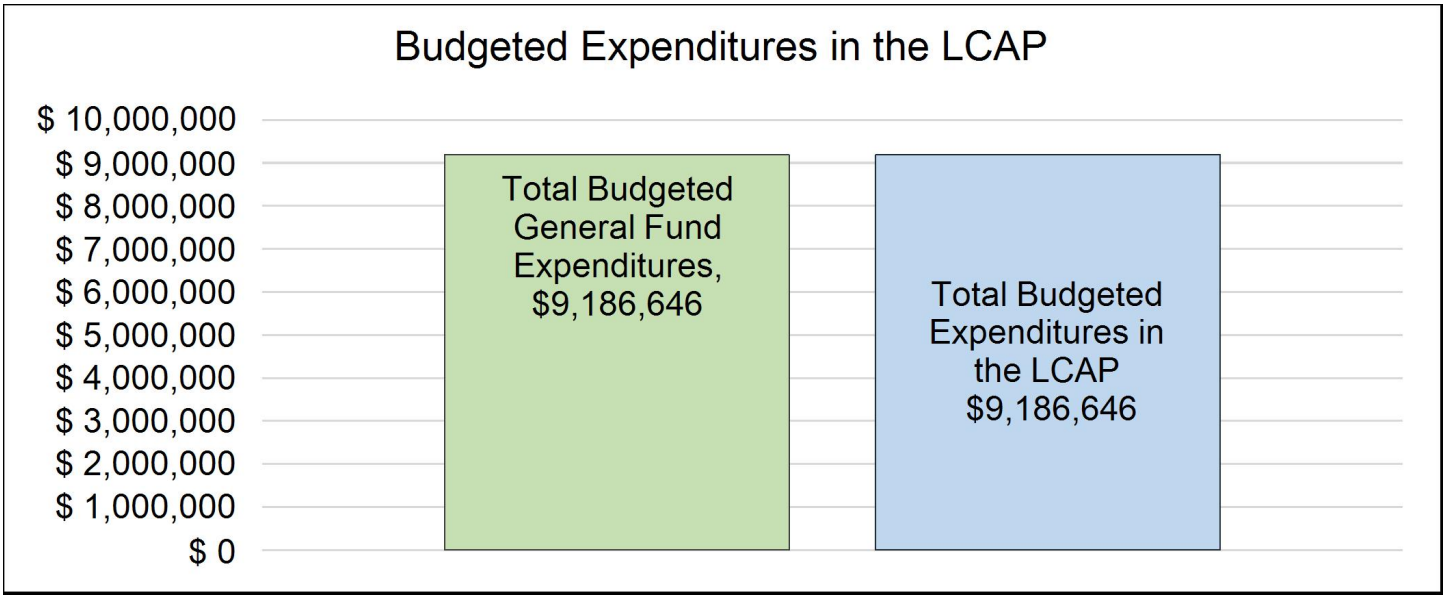


This chart shows the total general purpose revenue Excel Academy Charter School - Helendale expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Helendale is $9,238,207, of which $7,793,902.00 is Local Control Funding Formula (LCFF), $1,174,753.00 is other state funds, $76,000.00 is local funds, and $193,552.00 is federal funds. Of the $7,793,902.00 in LCFF Funds, $704,165.00 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 - Helendale plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

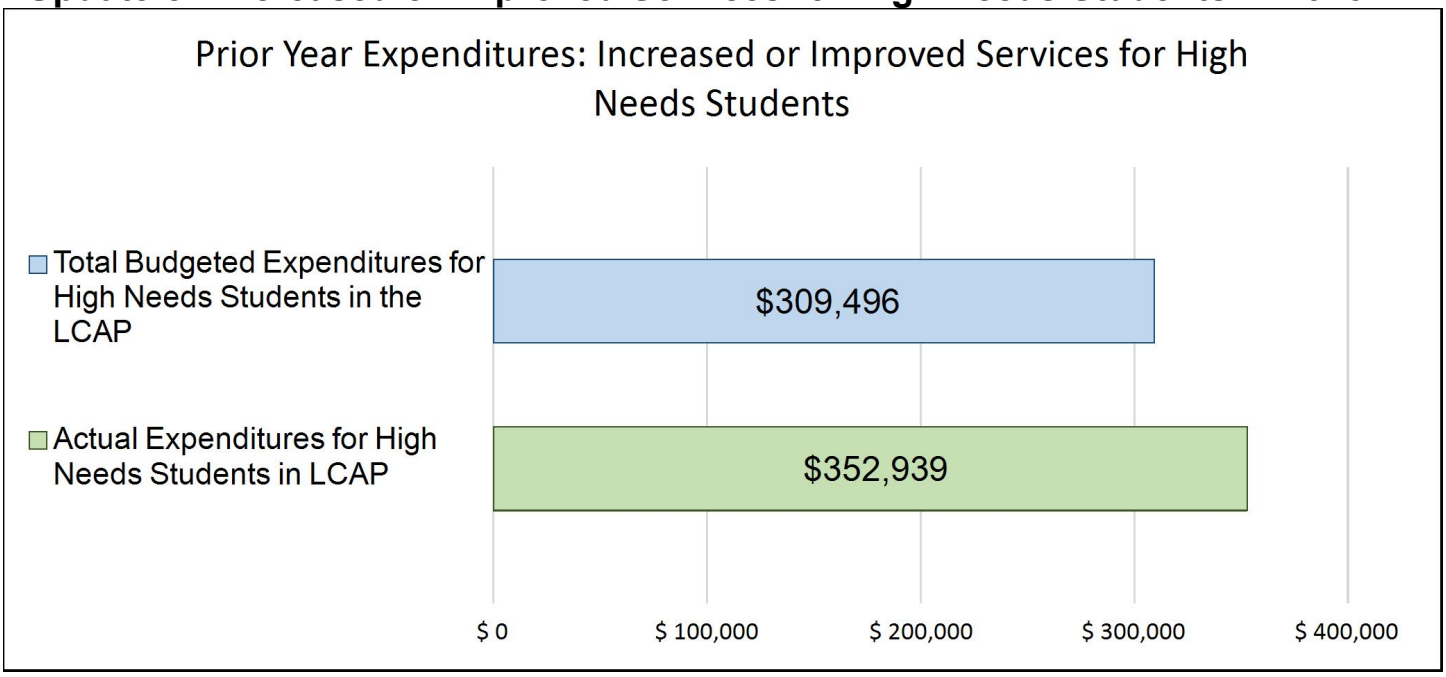
The text description of the above chart is as follows: Excel Academy Charter School - Helendale plans to spend $9,186,646.00 for the 2024-25 school year. Of that amount, $9,186,646.00 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Excel Academy Charter School - Helendale is projecting it will receive $704,165.00 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Helendale must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Helendale plans to spend $269,430.00 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 2023-24



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

The text description of the above chart is as follows: In 2023-24, Excel Academy Charter School - Helendale's LCAP budgeted $309,496.00 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Helendale actually spent $352,939.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in ELA CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall ELA Scores - Helendale 59% met or exceeded grade level standard 23% standard nearly met 18% standard not met	2022-2023 CAASPP Overall ELA Scores - Helendale 60% met or exceeded grade level standards 22% standard nearly met 18% standard not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	A baseline will be developed from 2021-22 CAASPP data.	Due to the pandemic, Excel Academy did not participate in math CAASPP in 2020-21. A baseline will be developed from 2021-22 CAASPP data.	2021-2022 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standard 22% standard nearly met 30% standard not met	2022-2023 CAASPP Overall Math Scores - Helendale 48% met or exceeded grade level standards 28% standard nearly met 24% standard not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.
i-Ready ELA Increase the number of students that have met or exceeded	2021 i-Ready ELA Fall Scores ALL Tier 1: 62.2%	2022 i-Ready ELA Spring Scores ALL Tier 1: 76%	2023 i-Ready ELA Spring Scores ALL Tier 1: 76.3%	2024 i-Ready ELA Spring Scores ALL Tier 1: 72.2%	Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade level proficiency by 2% each year.	Tier 2: 23.7% Tier 3: 14.1% English Learners Tier 1: 42.9% Tier 2: 35.7% Tier 3: 21.4% Economically Disadvantaged Tier 1: 62.1% Tier 2: 18.6% Tier 3: 19.3% Students w/ IEPs Tier 1: 40% Tier 2: 27.5% Tier 3: 32.5%	Tier 2: 15.2% Tier 3: 8.8% English Learners Tier 1: 65.2% Tier 2: 8.7% Tier 3: 26.1% Economically Disadvantaged Tier 1: 66.5% Tier 2: 21.9% Tier 3: 11.6% Students with IEPs Tier 1: 46.7% Tier 2: 20% Tier 3: 33.3%	Tier 2: 13.1% Tier 3: 10.5% English Learners Tier 1: 56.3% Tier 2: 18.8% Tier 3: 25% Economically Disadvantaged Tier 1: 69.8% Tier 2: 16.5% Tier 3: 13.6% Students with IEPs Tier 1: 34.8% Tier 2: 19.6% Tier 3: 45.7%	Tier 2: 14.8% Tier 3: 13% English Learners Tier 1: 50% Tier 2: 15% Tier 3: 35% Economically Disadvantaged Tier 1: 66% Tier 2: 15% Tier 3: 19% Students with IEPs Tier 1: 32% Tier 2: 19% Tier 3: 49%	
i-Ready Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	2021 i-Ready Math Fall Scores ALL Tier 1: 47.4% Tier 2: 30.9% Tier 3: 21.7% English Learners Tier 1: 51.9% Tier 2: 25.9% Tier 3: 22.2% Economically Disadvantaged Tier 1: 48.2% Tier 2: 26.6%	2022 i-Ready Math Spring Scores ALL Tier 1: 68.3% Tier 2: 19.6% Tier 3: 12.1% English Learners Tier 1: 65.2% Tier 2: 17.4% Tier 3: 17.4% Economically Disadvantaged Tier 1: 62.6% Tier 2: 21.5%	2023 i-Ready Math Spring Scores ALL Tier 1: 68.8% Tier 2: 20.2% Tier 3: 11.1% English Learners Tier 1: 75% Tier 2: 6.3% Tier 3: 18.8% Economically Disadvantaged Tier 1: 62.1% Tier 2: 25.5%	2024 i-Ready Math Spring Scores ALL Tier 1: 63.1% Tier 2: 22.5% Tier 3: 14.3% English Learners Tier 1: 43% Tier 2: 33% Tier 3: 24% Economically Disadvantaged Tier 1: 58% Tier 2: 24%	Decrease Tier III percentage by 2% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 3: 25.2% Students w/ IEPs Tier 1: 27.5% Tier 2: 22.5% Tier 3: 50%	Tier 3: 15.9% Students with IEPs Tier 1: 39.7% Tier 2: 19% Tier 3: 41.4%	Tier 3: 12.3% Students with IEPs Tier 1: 30.4% Tier 2: 19.6% Tier 3: 50%	Tier 3: 19% Students with IEPs Tier 1: 31% Tier 2: 20% Tier 3: 49%	
Increase ELPAC levels annually	A baseline will be developed from 2021-22 Summative ELPAC data.	Summative ELPAC results will be published by the state in the summer or fall of 2022.	Summative ELPAC results will be published by the state in the summer or fall of 2023.	Summative ELPAC results will be published by the state in the summer or fall of 2024.	Increase ELPAC proficiency by 2% each year.
State Local Indicator Priority 2: State Standards: Implementation of State Standards and access to curriculum aligned instructional materials	Implementation and Sustainability of the State Standards against the CDE State Standards Reflection Tool baseline developed with 2021 local indicator outcomes.	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Full Implementation for Next Generation Science Standards and Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, mathematics, and history - social science. Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available ELA, ELD, mathematics and	Excel Academy will maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Tool.

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

Goal Analysis

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

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

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

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

All actions that are aligned to goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effectiveness of 1.1: Excel Academy increased the academic achievement of all students by evaluating student assessments through in depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in English language arts and mathematics. EACS students surpassed the percentage of students meeting or exceeding grade level standards on the CAASPP. Fall to spring i-Ready data showed significant growth each year across all ELA and math domains. Data was analyzed and interventions were in place to provide students the necessary resources and support to make progress. In 2024, 25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading. 63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring. 73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based
on the spring i-Ready benchmark assessment data.

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

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

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

Effectiveness of 1.5: Parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, and Back to School events were provided for all parents. In 2024, a Parent Power-Up was held for parents and students across all grade levels to provide educational workshops for home educators and activities for the students.

Effectiveness of 1.6: Students were provided with instructional strategies connected to the equity-based grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. Progress was assessed during learning period meetings and live class sessions with the assigned teachers.

Effectiveness of 1.7: Students performing one or more years below grade level through the What I Need (WIN) intervention program were monitored throughout the school year and provided with individualized support. Students were required to participate in weekly intervention programs that are monitored by the credentialed teacher.

Effectiveness of 1.8: Excel Academy has analyzed and tracked the historical i-Ready data to drive our policies, curriculum, and program decisions. The results have influenced the decision to target specific students who need live instruction and additional curriculum and resources to meet targeted goals. The effectiveness of 1.8 relates to the effectiveness of 1.7 because this targeted analysis provided the intervention department with the data to identify students who were performing below grade level and who needed the additional support.

Once the CAASPP data is collected from 2024, the data will be analyzed and the staff will determine the domains that need to be targeted within ELA and math across specific grade levels.

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain or decrease Chronic Absenteeism rate of .01%	A baseline will be developed from 2020-21 data	Cumulative Enrollment: 521, 8 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.5%	Cumulative Enrollment: 545, 7 Chronic Absenteeism Count, Chronic Absenteeism Rate: 1.1%	Cumulative Enrollment as of 2/2/2024 - 622	Maintain an Absenteeism Rate.of .01% or lower
Strive for 0% Expulsion Rate each year	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate	Maintain 0% Expulsion Rate
Strive for 0% Suspension Rate each year	0% Suspension Rate	0% Suspension Rate	0% Suspension Rate	0% Suspension Rate	Maintain 0% Suspension Rate
State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach.	100% of teachers are appropriately credentialed for the courses they teach.	Maintain 100% of teachers are appropriately credentialed for the courses they teach.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

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

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

The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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

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

Impact on Student Learning: The increase in attendance and the interventions in place supported progress in both ELA and mathematics as indicated by internal data results.

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2020-2021 Maintain or increase by 2%	Year 1 Outcome - 2021-2022 220 Responses from Educational Partners There were more responses that impacted the overall percentages. With a 96% and 98% approval rate, Excel Academy is excelling in all areas mentioned below.	Year 2 Outcome - 2022-2023 304 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below.	Year 3 Outcome - 2023-2024 351 Responses from Educational Partners There were more responses that impacted the overall percentages. Excel Academy is excelling in all areas mentioned below, and there was an increase in percentages for several questions.	Maintain or Increase by 2%
State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 66 responses from parents/guardians	Overall Satisfaction Report: Based on 220 responses from parents/guardians	Overall Satisfaction Report: Based on 304 responses from parents/guardians	Overall Satisfaction Report: Based on 351 responses from parents/guardians	Maintain or Increase by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	97.6% of survey respondents agree that the school has supported students attaining their academic goals. 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. 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.	96.4% of survey respondents agree that the school has supported students attaining their academic goals. 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. 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.	95.7% of survey respondents agree that the school has supported students attaining their academic goals. 96.1% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. 98.4% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas.	98.6% of survey respondents agree that the school has supported students attaining their academic goals. (3% increase from 2023) 98.3% of survey respondents overall agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education. (2% increase from 2023) 98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)	
Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated with staff in March of 2022.	The school safety plan was last reviewed and updated with staff in March of 2023.	The school safety plan was last reviewed and updated with staff in March of 2024.	Annual Review and Training Date

Goal Analysis

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

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

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

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

The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school

expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included.

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

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

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

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Dropout Rate	Develop a baseline from 2020-21 data.	2020-21: 93.8% Graduation Rate 2020-21: 6.3% Dropout Rate	2021-22: 100% Graduation Rate 2021-22: 0% Dropout Rate	2022-23 - 90.9% Graduation Rate 2022-23 - 0% Dropout Rate	Increase the graduation rate by 2%
Access to a Broad Curriculum: Career Technical Education (CTE) Participation	Develop a baseline for CTE participants and UC/CSU preparedness	2020-21: Number of Students participating in CTE: 11	2021-22: Number of Students participating in CTE: 13	2022-23 - Number of Students participating in CTE: 2	Increase the % of College/Career Prepared students by 2%
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled in and completion of A-G courses required for UC/CSU Admission	2019-20 Graduates completed all courses for UC/CSU Admission: 0	2020-21: Students enrolled in UC/CSU required courses for admission: 54.43% Completed All Courses Required for UC/CSU Admission: 0	2021-22: Students enrolled in UC/CSU required courses for admission: 34 Completed All Courses Required for UC/CSU Admission: 0	2022-23: Students enrolled in UC/CSU required courses for admission: 54 Completed All Courses Required for UC/CSU Admission: 5	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate

Goal Analysis

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

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

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

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

The budgeted expenditures are a reflection of the projected enrollment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

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

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

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

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

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

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

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

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Excel Academy Charter School (EACS) is a non-classroom based California charter school offering a tuition-free personalized learning independent study model for students in grades TK-12 . Our high-quality, educational program is rooted in flexible learning, personalized schedules, and proven systems of support where credentialed teachers and parents collaborate to provide academic excellence and social and emotional foundations to instill a love for learning in each individual student. The three academic path options, Personalized Elementary Path, Personalized Secondary Path, and Virtual Path, allow families to choose the mode of education that best works for the needs of the individual student and parent. For students on the Personalized Elementary and Secondary Paths, students build a customized learning plan based on individual educational goals with the support of their assigned highly-qualified credentialed teacher. In collaboration with the credentialed Teacher of Record (ToR), parents select from a variety of educational resources, services, and materials. Using these educational resources, families build a customized learning experience for their students, tailored to fit their academic, emotional, and social needs. Students on the personalized paths meet face to face and via a variety of platforms throughout the monthly learning periods to ensure students' unique needs are met, and the students are showing academic growth and progress through grade level and state standards. Teachers, students, and parents consistently collaborate to properly pace and design an instructional schedule to successfully work through grade-level Common Core State Standards with pre-approved curriculum options. On the Virtual Path, students in grades 1-8 benefit from a structured virtual classroom environment overseen by a credentialed teacher. Quality grade-level curriculum is used by the teacher to provide direct, daily instruction to students, as well as to assign independent learning activities. Parents/guardians partner with teachers to ensure students complete all assigned learning activities. Every student enrolled in Excel Academy benefits from the expertise, guidance, and oversight of a credentialed teacher who develops a personal learning plan and pacing guides for each subject for their students. Daily and

weekly communication occurs between teachers, parents, and students to ensure academic progress as well as support social and emotional success. Excel Academy operates on a traditional school calendar with regularly scheduled holidays. EACS is accredited by the Western Association of Schools and Colleges (WASC) which is a statement to the community and educational partners that the institution is reputable, student-oriented, focused on quality education and student performance, and committed to ongoing improvement. EACS believes in fostering strong educational partnerships between the school, parents, students, and stakeholders through continued communication, collaboration, and transparency.

Students enrolled in this school reside in urban, suburban, and rural areas throughout San Bernardino, Los Angeles, Kern, and Inyo counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. According to the California Department of Education's DataQuest, in 2023-2024 Excel Academy Charter School - Helendale reported an enrollment of 602 students. This includes the enrollment of 49% socio-economically disadvantaged, 4.4% English Learners, 12% Special Education, .6% Homeless, and .3% Foster Youth. 45.2% of students enrolled in Excel Academy Charter School- Helendale are Hispanic.

Mission Statement:

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

Our Vision:
We are all about CHOICE:
C: Compassion, Creativity , Collaboration, Challenge, & Confidence
H: Helpful, Hands-On , Humility, & Happiness
O: Optimism, Options, Opportunities, Ownership, & Others
I: Independence, Individualization, Inspiration, & Investigation
C: Child-focused, Curiosity, Critical Thinking, Consideration, & Community
E: Education, Equity, Enjoyment, Exploration & Empowerment

Reflections: Annual Performance

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

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

1) Local and State Assessment Results

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

25% of students in the WIN Intervention Program reached proficiency in the spring in math and reading.
63% of students in the math, ELA, and ELD intervention classes grew by one grade level or more from fall to spring
73% of the EACS identified homeless and foster youth populations, served through general education, are proficient in math and ELA based on the spring i-Ready benchmark assessment data.

The 2022-2023 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math.
60% of students met or exceeded standards in ELA. There is a 1% increase from the 2021-2022 test scores.
48% of students met or exceeded standards in math. The percentage remained the same from the 2021-2022 test scores.
In comparison to 59 charter schools with similar demographics and enrollment, EACS ranked 7th overall in ELA and 4th overall in math.
We attribute the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and virtual sessions to help prepare them for the assessments.

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

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

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

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

98.6% of survey respondents agree that students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas. (0.2% increase from 2023)

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

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

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

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

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

Meaning: Overall high satisfaction rate with the school program.

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

3) Excel Academy offered a plethora of opportunities to build student engagement and peer connections through monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, virtual learning lessons across all core subjects, and field trips throughout Southern California. In addition, students had access to: Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, Care Solace surveys to better support mental health, theater productions, Coder-Z, eSports, chess club, and Student Council programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

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

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

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

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

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

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

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

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

3) EACS will continue to assess students using i-Ready diagnostic benchmark assessments and encourage completion of personalized lessons to help strengthen skills and close learning gaps. In addition, EACS will continue to provide grade level test prep packets, virtual test prep sessions, and practice tests to help prepare students for state testing. At Excel Academy, our goal is to strive for 100% participation on all required internal and state assessments and to improve test scores by 2% each year.

4) English Learners will continue to be provided with the required English Language Development (ELD) curriculum and mandatory live instruction to help build English fluency in reading, writing, listening, and speaking. EACS' goal is to increase the number of Reclassified Fluent English Proficient (RFEP) students each year.

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

6) The High School Department is working to establish a more transparent A-G tracking system through our school information system for the 2024-2025 school year.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School – Helendale

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School – Helendale

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School – Helendale

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

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

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

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

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

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

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

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

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

3) Offered educational partner participation opportunities that consist of: Fall Parent Summit (breakout sessions for parents to meet and engage with EACS administrators and educators, and participate in parent education sessions), Spring Parent Power-Up (Spring PAC meeting, breakout sessions to build on student learning, student-centered activities for students in grades TK-12)
4) Offered "Coffee with the Principals" to provide school administrators with input about EACS that drives the LCAP development process
5) Hosted "Back to School" events across all regions to engage with students and families who are new or returning to EACS through a variety of activities and Q & A sessions
6) Met with NHS and Student Council, EACS' student advisory committee and leadership groups, to request feedback in order to identify student needs and actions to address needs
7) Held consistent staff meetings to review and analyze desegregated i-Ready, CAASPP, and Summative ELPAC data to determine the grade level needs within the domains, as well as actions to assist students who are performing below grade level expectations
8) Surveyed staff members, parents, and students separately to gather feedback related to student needs and the potential actions to address the identified needs
9) Created the SPSA and mid-year LCAP using educational partner feedback which provided insight to update the LCAP
10) Shared collected and analyzed assessment data with educational partners, along with the collected survey results and testimonials to keep all partners aware of the input - data included SWD, SED, and EL students
11) Provided consistent communication throughout the school year to inform educational partners of upcoming meetings - Communication consisted of posting on Beehively (main communication platform), emails, phone calls, weekly memos and newsletters
12) LCAP was presented to the ELAC on May 22, 2024 and SSC on May 23, 20024 for input

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					developed with local indicator outcomes	
1.7	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers, Teacher Credentialing	100% of teachers are appropriately credentialed for the courses they teach			100% of teachers are appropriately credentialed for the courses they teach	
1.8	State Local Indicator Basic Services: Conditions of Learning: Textbooks Availability of textbooks and other instructional materials	0% Students lacking textbooks and other instructional materials			0% Students lacking textbooks and other instructional materials	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the CA Dashboard and accountability systems.		No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer programs like the "What I Need" WIN intervention program to provide instruction and resources n to promote academic growth, in addition to social-emotional awareness classes and character building.		Yes
1.3	Broad Course of Study	1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting Common Core Standards • Extended School year • Curriculum aligned to Common Core • English Language Development (ELD) curriculum	$7,851,115.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.	$50,831.00	No
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Summit, Back to School events, and teacher parent training.		Yes
1.6	Grade Level Curriculum and Instruction	1.6 Students will be provided with instructional strategies connected to the grade-level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.		No
1.7	Student Monitoring and Support	1.7 Identify, support, and monitor students performing one or more years below grade level through the "What I Need" (WIN) intervention program. Students are required to participate in weekly intervention programs that are monitored by the credentialed teacher. Students who are performing below grade level on the fall i-Ready assessments will have the opportunity to take the mid-year i-Ready assessment(s).	$18,064.00	Yes
1.8	Needs Assessment - Data Analysis	1.8 Use data analysis and historical tracking of performance on internal and state testing to drive our policies, curriculum, and program decisions.	$5,526.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Strive for 0% suspension rate each year	0% Suspension Rate			Maintain 0% suspension rate each year	
2.4	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach			100% of teachers are appropriately credentialed for the courses they teach	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	$33,936.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	$99,220.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. We will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	$19,950.00	No
2.4	Technology	2.4 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	$38,000.00	No
2.5	Professional Development	2.5 Professional development in cultural awareness.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.		No
3.2	Educational Partner Partnerships	3.2 EACS will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success.	$253,994.00	Yes
3.3	School Climate	3.3 EACS will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	$52,212.00	No
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	$35,951.00	No
3.5	School Climate and School Safety	3.5 EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans.		No
3.6	Communication and Translating Services	3.6 EACS will provide notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by clerical staff.	$0.00	Yes
3.7	School Operating Services	3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Executive Director and school leadership team.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	$6,718.00	No
4.2	High School Graduation	4.2 Students transitioning from middle to high school will be monitored to keep students on-track to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school.	$175,104.00	No
4.3	High School Curriculum and Instruction	4.3 Provide high-quality instruction and curriculum that promotes graduation and college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain an engaging and rigorous curriculum supporting graduation and college and career readiness.	$518,700.00	No
4.4	Testing	4.4 Ensure all students have opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities.	$15,436.00	Yes
4.5	Testing	4.5 Advanced Placement exam costs for low-income and foster youth who are experiencing financial hardship.		Yes
4.6	A-G and Career Technical Education Courses	4.6 Expand our A-G course offerings so that all students have access to graduate as A-G completers, and continue to build relationships with community colleges to promote college credit courses.	$11,889.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Needs Assessment - Data Analysis	4.7 Analyze 8th-10th grade i-Ready score reports and 8th grade CAASPP data to ensure students are on track to succeed with high school-level coursework and prepare for the CAASPP assessments in 11th grade. Provide targeted interventions and resources to students identified as needing additional support.		No

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.035%	0.000%	$0.00	9.035%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Limited Actions

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

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

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

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

Additional Concentration Grant Funding

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

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

2024-25 Total Expenditures Table

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

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

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

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

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

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7,793,902	704,165	9.035%	0.000%	9.035%	$269,430.00	0.000%	3.457 %	**Total:**	$269,430.00
								LEA-wide Total:	$269,430.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Student Monitoring	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	1.5	Parent Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.7	Student Monitoring and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,994.00	
3	3.6	Communication and Translating Services	Yes	LEA-wide	English Learners	All Schools	$0.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,436.00	

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

2023-24 Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	**1.1**	Student Achievement	No		
1	**1.2**	Student Monitoring	Yes		
1	**1.3**	Broad Course of Study	No	$6,267,670.00	$6,147,379.00
1	**1.4**	Professional Development	No	$49,640.00	$42,382.00
1	**1.5**	Parent Training	Yes		
1	**1.6**	Grade Level Curriculum and Instruction	No		
1	**1.7**	Student Monitoring and Support	Yes	$31,378.00	$30,100.00
1	**1.8**	Needs Assessment - Data Analysis	No	$4,945.00	$4,945.00
2	**2.1**	School Climate and Student Engagement	No	$27,922.00	$27,166.00
2	**2.2**	Certificated and Classified Salaries and Benefits	No	$83,136.00	$97,962.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Educational Partner Communication	No	$12,488.00	$12,488.00
2	2.4	Technology	No	$68,000.00	$47,709.00
2	2.5	Professional Development	No		
3	3.1	Educational Partner Engagement	No		
3	3.2	Educational Partner Partnerships	Yes	$213,551.00	$256,994.00
3	3.3	School Climate	No	$33,870.00	$32,150.00
3	3.4	Student Services	No	$31,572.00	$37,417.00
3	3.5	School Climate and School Safety	No		
3	3.6	Communication and Translating Services	Yes	$3,250.00	$3,250.00
3	3.7	School Operating Services	No		
4	4.1	College and Career Readiness and Career Technical Education	No	$8,200.00	$4,000.00
4	4.2	High School Graduation	No	$107,374.00	$163,410.00
4	4.3	High School Curriculum and Instruction	No	$322,034.00	$359,920.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	Testing	Yes	$76,742.00	$75,600.00
4	**4.5**	Testing	Yes		
4	**4.6**	A-G and Career Technical Education Courses	No	$16,346.00	$16,346.00
4	**4.7**	Needs Assessment - Data Analysis	No		

2023-24 Contributing Actions Annual Update Table

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcollapse							
1	1.2	Student Monitoring	Yes				
1	1.5	Parent Training	Yes				
1	1.7	Student Monitoring and Support	Yes	$15,953.00	$15,953.00		
3	3.2	Educational Partner Partnerships	Yes	$213,551.00	$256,994.00		
3	3.6	Communication and Translating Services	Yes	$3,250.00	$3,250.00		
4	4.4	Testing	Yes	$76,742.00	$76,742.00		
4	4.5	Testing	Yes				

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	$621,189.00	0.00	0.000%	$352,939.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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