LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Excelsior Charter School
CDS code:	36-10363-3630761
LEA contact information:	Dr. Derek King
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount**
Total LCFF funds	$ 39,168,211
LCFF supplemental & concentration grants	$ 8,887,766
All other state funds	$ 3,426,083
All local funds	$ 433,500
All federal funds	$ 1,766,879
Total Projected Revenue	$ 44,794,673

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 45,375,531
Total Budgeted Expenditures in the LCAP	$ 12,547,433
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 10,445,650
Expenditures not in the LCAP	$ 32,828,098

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 7,351,347
Actual Expenditures for High Needs Students in LCAP	$ 8,574,702

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General purposes, operational purposes
No response required.	
No response required.	

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Excelsior Charter School

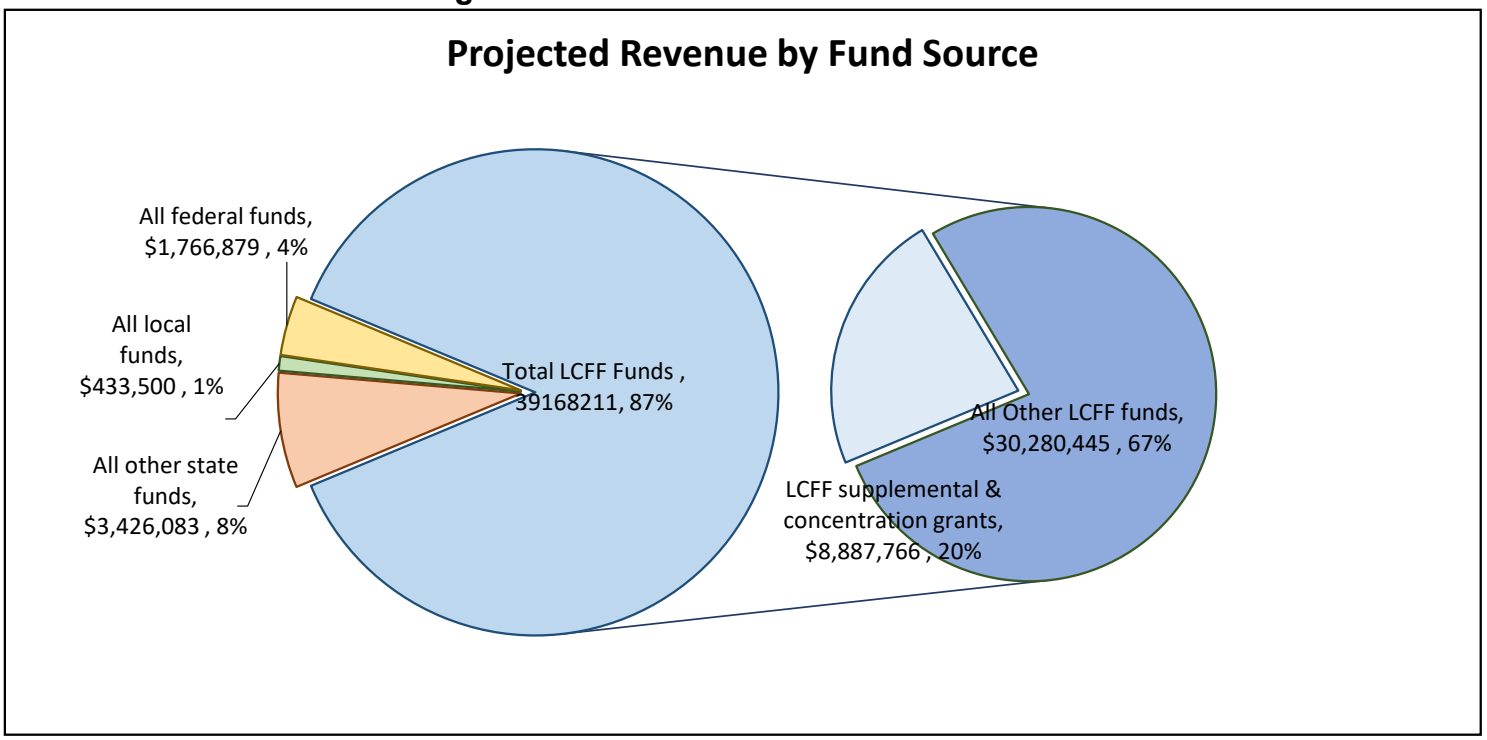
CDS Code: 36-10363-3630761

School Year: 2026-27

LEA contact information: Dr. Derek King

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

Budget Overview for the 2026-27 School Year

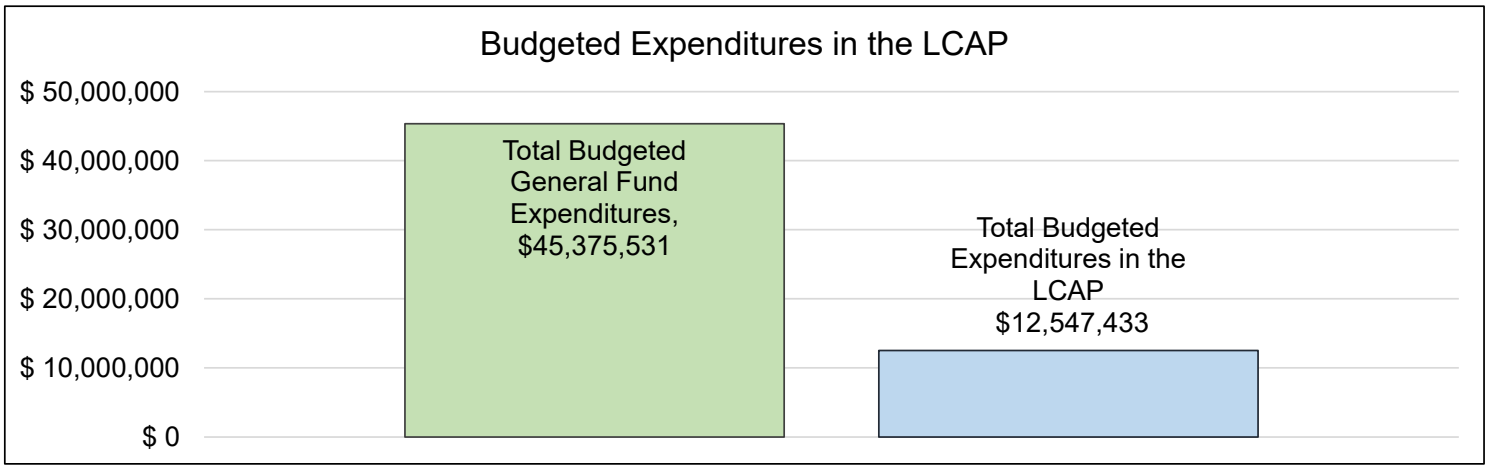


This chart shows the total general purpose revenue Excelsior Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excelsior Charter School is $44,794,673.00, of which $39,168,211.00 is Local Control Funding Formula (LCFF), $3,426,083.00 is other state funds, $433,500.00 is local funds, and $1,766,879.00 is federal funds. Of the $39,168,211.00 in LCFF Funds, $8,887,766.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Excelsior Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Excelsior Charter School plans to spend $45,375,531.00 for the 2026-27 school year. Of that amount, $12,547,433.00 is tied to actions/services in the LCAP and $32,828,098.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

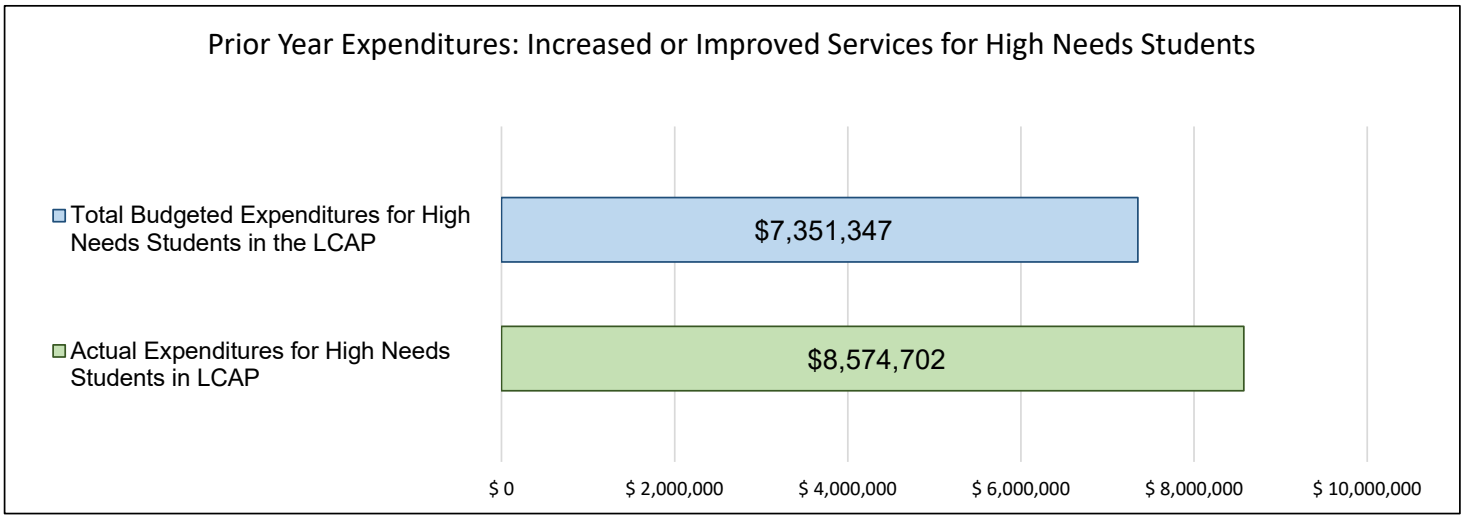
General purposes, operational purposes

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

In 2026-27, Excelsior Charter School is projecting it will receive $8,887,766.00 based on the enrollment of foster youth, English learner, and low-income students. Excelsior Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Excelsior Charter School plans to spend $10,445,650.00 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Excelsior Charter School's LCAP budgeted $7,351,347.00 for planned actions to increase or improve services for high needs students. Excelsior Charter School actually spent $8,574,702.00 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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
Excelsior Charter Schools	Dale Lee, Assistant Superintendent of Administrative Services	DaleL@Excelsior.com 760-245-4262

Plan Summary [LCAP Year 2026-2027]

General Information

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

Excelsior Charter Schools is a public, state-funded, accredited charter school serving students in grades 7 through 12 across multiple campuses in San Bernardino County. As a non-classroom-based Local Educational Agency (LEA), it offers a flexible hybrid instructional model combining in-person, virtual-synchronous, and independent study formats. This approach provides personalized pathways to academic success and postsecondary readiness.

As of the 2024–25 school year (latest available Census Day enrollment data), Excelsior Charter Schools serves approximately 2,170 students. The student population remains ethnically diverse: roughly 60% Hispanic, 23% White, 9% African American/Black, 5% two or more races, and smaller percentages of Asian, Filipino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students. Socioeconomically disadvantaged students make up a significant portion (around 72%).

Each student receives a customized class schedule developed by a credentialed counselor or administrator, based on individual academic goals, needs, and interests. Students access on-campus courses (typically Tuesday–Friday), dual enrollment with colleges, virtual classes, and independent study. The model supports remediation, acceleration, and integration of Career Technical Education (CTE) pathways for college and career preparation.

Academic progress is monitored through quarterly summative exams, formative assessments, daily assignments aligned to California State Standards, and the Canvas Learning Management System (LMS) for curriculum, tracking, and parent communication. Excelsior uses STAR Renaissance assessments in reading and math, plus Smarter Balanced Interim Assessments, to inform instruction and prepare for the annual CAASPP (California Assessment of Student Performance and Progress).

Recent CAASPP 2025 data shows approximately 37% of tested students meeting or exceeding standards in English Language Arts and 23% in mathematics. On the California School Dashboard, performance indicators for ELA and mathematics have moved to orange and yellow, due to increased year over year. The LEA is designated as “middle-performing” on key metrics and focuses on continuous improvement.

Student and staff well-being remains a priority, with in-person and virtual mental health supports, counselors, and monitoring systems for early intervention and community referrals. Strong staff-family collaboration, technology integration, and flexible scheduling address diverse academic and social-emotional needs.

Excelsior Charter Schools is committed to academic excellence and improvement on Dashboard indicators, including English Language Arts, Mathematics, English Learner progress, graduation rates, and College/Career readiness. This aligns with its mission to prepare students for success in college, career, and life

Reflections: Annual Performance

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

In 2025, Excelsior Charter Schools data reflect both areas of success and areas of need across state and local indicators. On the California School Dashboard, Mathematics performance increased by 18.1 points, meeting the criteria for “Increased.” English Language Arts (ELA) decreased slightly by 0.5 points, identifying this as an area of need.

The English Learner Progress Indicator increased by 10.8 percentage points, resulting in a Blue performance level and an overall designation of High. The College and Career Indicator (CCI) increased by 5 percentage points, with 38.4% of graduates identified as “Prepared.”

Non-academic indicators reflect areas of success. The Graduation Rate increased to 90.9%, representing a 3.6 percentage point increase from the prior year. Chronic Absenteeism was reported at 0%, reflecting continued improvement. The Suspension Rate was 2.4%, representing a slight decrease of 0.9 percentage points.

English Learner student group performance, identified as an area of need in the prior year, demonstrated improvement. Local assessment data indicate increases of 5.6 points in ELA and 14.3 points in Mathematics for this student group.

Overall, data indicate progress in Mathematics, English Learner outcomes, graduation rate, and attendance. Areas identified for continued focus include English Language Arts performance and College and Career readiness.

Excelsior Charter Schools has no unexpended Learning Recovery Emergency Block Grant (LREBG) funds remaining for the 2026–27 LCAP year. All funds have been fully expended.

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.

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.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

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
Teachers and Support Staff	Teachers and support staff are included in the educational partnership process through weekly school site staff meetings, monthly TEAMS meetings, and beginning- and end-of-year all-staff meetings. These meetings provide structured opportunities for collaboration, communication, and instructional alignment throughout the 2025–26 school year.
Principals and Leadership Team	Principals and the overall Leadership Team, composed of all administrators, meet regularly for leadership strategic planning, district walkthroughs to support instructional leadership, quarterly data review meetings, and semester-based action planning. During the 2025–26 school year, these meetings were held on the following dates: 7/29/25, 8/7/25, 9/8/25, 10/6/25, 11/3/25, 11/6/25, 12/1/25, 12/4/25, 1/5/26, 1/8/26, 3/2/26, 4/6/26, 4/9/26, 5/4/26, 6/8/26, 6/9/26, 6/10/26, 6/11/26.

Parents and Students	Parents and students are included in the strategic planning and decision-making process through their direct involvement in School Site Council, the English Learner Advisory Committee, Coffee with the Principal, and through attendance at Board of Directors meetings. These engagement opportunities occur regularly throughout the 2025–26 school year and ensure meaningful parent and student voice in school planning, evaluation, and continuous improvement.
Board of Directors	The Board of Directors is included in the educational process through participation in monthly Board meetings, as well as a mid-year Board retreat and strategic planning summit. During the 2025–26 school year, Board meetings were held on the following dates: 8/12/25, 9/9/25, 10/7/25, 11/4/25, 12/9/25, 1/27/26, 2/19/26, 3/10/26, 4/14/26, 5/19/26, 6/23/26. In addition, the Board participated in a multi-day Board retreat (Board Summit) focused on governance, strategic planning, and organizational priorities, which was held on: 2/18/26, 2/19/26, and 2/20/26. The Board also engaged in end-of-year planning and reflection through alignment with the June Leadership Summit, held on: 6/8/26, 6/9/26, 6/10/26, and 6/11/26.

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

The development and refinement of the 2025–2026 LCAP for Excelsior Charter Schools were directly shaped by the structured and ongoing engagement of educational partners, including teachers, support staff, site and district leadership, parents, students, and the Board of Directors. Their meaningful contributions throughout the school year informed both the overarching goals and the specific actions outlined in the LCAP.

Teachers and Support Staff:
Feedback from instructional staff was collected during weekly site staff meetings, monthly TEAMS sessions, and beginning- and end-of-year full-staff convenings. Staff emphasized the need for expanded instructional resources, equitable access to academic interventions, and enhanced formative assessment tools. As a result, the LCAP includes actions such as the adoption of Freckle for differentiated practice in ELA and Math, Accelerated Reader to support literacy engagement, and the integration of Goalbook for inclusive planning aligned with Universal Design for Learning (UDL).

Principals and Leadership Team:
Leadership input was gathered through bi-monthly strategic planning meetings, monthly district walkthroughs, quarterly data reviews, and semester action planning sessions. Site and district leaders identified the need for stronger College and Career readiness systems, leading to the inclusion of structured internship opportunities, grade-banded college events, and the development of equitable CTE pathways based on campus-specific needs assessments.

Parents and Students:
Engagement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Coffee with the Principal, and open forums during board meetings provided parents and students with a voice in shaping priorities. Their feedback highlighted the need for increased enrichment opportunities, support for English Learners, and more diverse course offerings. In response, the LCAP includes actions related to elective course expansion, performing arts access (through contracts or community college dual enrollment), and continued monitoring and intervention for EL academic performance.

Board of Directors:
The Board contributed through monthly board meetings and a mid-year strategic planning seminar, where members reviewed performance data, subgroup trends, and progress toward annual outcomes. Their input influenced the prioritization of measurable targets, including the College and Career Indicator (CCI), graduation rate, and reclassification rate for English Learners.

The adopted LCAP is the product of a collaborative process that authentically incorporated the voices of all educational partners. The resulting plan aligns resources and actions with stakeholder-identified needs and reflects a shared commitment to equitable outcomes, academic excellence, and student success across all Excelsior Charter Schools campuses.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal #1	Excelsior Charter Schools will provide clean campuses, access to technology, sufficient instructional materials, and appropriately credentialed teachers and support staff at all school sites in order to engage students in high-quality learning facilitated by a diverse, highly qualified staff.	Conditions of Learning

State Priorities addressed by this goal.

This commitment aligns with state priorities, including Priority 1 - Basic Conditions of Learning, Priority 2 - State Standards for Conditions of Learning. and Priority 7 - Course Access for Conditions of Learning

An explanation of why the LEA has developed this goal.

Excelsior Charter Schools developed this goal in alignment with the above referenced LCFF priorities after diligent collaborative reviews of the CA State Dashboard, CALSAAS credentialing reports, Williams' report data, and internal student data. Stakeholders identified equity gaps for student groups such as Special Education, English Learner, and Independent Study students as aligned with state

standards. Improved services were identified as a need for these specific groups. Resource alignment was discussed and reviewed to ensure these groups as well as all students received equitable access to basic services such as being assigned highly qualified teachers, having neat and orderly campuses with adequate space for academics as well as social and emotional needs, and having equitable educational opportunities regardless of the method of instruction (in-person, hybrid, or independent study). The perspectives from survey data shared that not all sites had the same opportunities for SEL needs beyond classroom space for academics. Additionally, course access for Special Education, English Learner, and Independent Study students was reviewed through internal analysis of master

schedules, stakeholder surveys, and transcript reviews. The need for more teaching staff and campus opportunities arose through these collaborative efforts which led to this goal's creation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired 2026-2027 Outcome
Metric #1.1	Teachers Without Credentials and Misassignments (“ineffective” under ESSA) as reported by the Annual SARC Report	9.54%	25.43%	20.10%		5.00%
Metric #1.2	100% of facilities in "Good Repair or Better" rating per the Williams Facilities FIT Report as published in SARC.	100%	100%	TBD		100%
Metric #1.3	Williams Instructional Materials Audit - Standards Based Instructional Materials will always meet 1:1 for Students	100%	100%	TBD		100%
Metric #1.4	1:1 Technology access for every student	100%	100%	100%		100%
Metric #1.5	Perception of safety on campus (survey data)- Parents	68%	69%	70%		85%
Metric #1.6	Perception of safety on campus (survey data)- Students	62%	65%	66%		85%
Metric #1.7	Perception of safety on campus (survey data)- Staff	89%	81%	87%		95%

Metric #1.8	SEIS reports on compliance with services delivered/internal IEP audit	LEA transitioned to SEIS during 23/24 School Year. No Baseline Data.	95%	95%		97% of services delivered.
Metric #1.9	Ratio of Sped Students to Sped teachers & Paraeducator	Students: Teachers = 33 Students: Paraeducator = 23	Students: Teachers = 28:1 Students: Paraeducators = 23:1	Students: Teachers = 28:1 Students: Paraeducators = 25:1		Students: Teachers = 28 Students: Paraeducator = 23
Metric #1.10	Teacher Retention	91%	85%	87.1%		95%
Metric #1.11	Internet Safety Assembly Attendance Rate	100%	100%	100%		100%
Metric #1.12	HR Teacher Attendance Data	New Metric Established 23/24.	Data not available			90% Attendance

Goal Analysis for [LCAP Year 2025-2026]

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.

Overall Implementation

During the 2025–2026 school year, Excelsior Charter Schools implemented the majority of planned actions aligned with the Local Control and Accountability Plan (LCAP). Actions related to staffing, technology access, and compensation review were carried out with generally strong fidelity. Some adjustments in scope and timing occurred due to staffing availability and fiscal considerations.

Successes in Implementation

The LEA successfully implemented actions to increase Special Education staffing. Additional Special Education teachers were hired, resulting in reduced caseloads and increased capacity to provide services aligned with IEPs. This action supported improved access to individualized instruction and compliance with service delivery requirements.

Actions to ensure equitable access to technology were fully implemented. All students were provided with 1:1 devices, and supports were maintained to assist families with internet connectivity. These efforts ensured consistent access to instructional programs.

Adjustments and Substantive Differences in Implementation

Actions related to employee compensation were implemented with some differences in timing. The LCAP identified salary adjustments as a strategy to improve recruitment and retention. During the 2025–2026 school year, the Salary and Benefits Committee met regularly and developed recommendations for adjustments to both certificated and classified salary schedules. Implementation included a 2.5% salary increase for teachers and targeted increases for classified staff, with additional adjustments, including COLA, scheduled for 2026–2027.

While compensation actions were implemented, some components were phased in over time rather than fully realized within the year due to budget planning and approval timelines.

Challenges Encountered

The LEA experienced challenges related to staffing and resource allocation. Recruitment of qualified Special Education staff remained competitive, requiring extended timelines and ongoing outreach. Additionally, balancing fiscal resources with planned compensation improvements required phased implementation.

Summary

Overall, the LEA effectively implemented key LCAP actions, particularly in Special Education staffing and technology access. Adjustments to compensation actions were made to align with fiscal conditions, resulting in partial implementation during the year. These efforts supported progress toward improving student access to services and strengthening staff recruitment and retention, while informing continued refinement of actions for 2026–2027.

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.

Effectiveness

As a non-classroom-based charter school operating under a hybrid instructional model, Excelsior Charter Schools must balance the use of teachers holding traditional California Commission on Teacher Credentialing (CTC) credentials with those holding specialized certifications aligned to programmatic offerings. Actions implemented to address teacher misassignments have demonstrated effectiveness. The LEA revised internal staffing practices and credential review processes, resulting in a measurable reduction in misassignments. These outcomes indicate improved alignment between staff credentials and instructional assignments. The LEA will continue to refine hiring practices, support credentialing pathways, and monitor assignments to sustain and further improve outcomes.

Campus Safety and Security Measures

Actions related to campus safety were implemented and resulted in improved outcomes. During the 2025–2026 school year, the LEA implemented multiple security enhancements across school sites, including installation of metal detectors at campus entry points, increased supervision through additional proctors and security personnel, and placement of a School Resource Officer (SRO) at the largest campus.

Available local data and feedback indicate improved perceptions of safety and a reduction in behavioral incidents, suggesting these actions were effective in strengthening school climate and campus security. The addition of an SRO also increased capacity to respond to incidents and support proactive safety measures.

Summary

Overall, actions to address teacher misassignments and improve campus safety were effective. The reduction in misassignments reflects improved systems for aligning staff credentials, while safety enhancements contributed to improved school climate conditions. The LEA will continue to monitor implementation and refine these actions to ensure sustained progress and alignment with student and program needs.

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.

Based on a review of implementation outcomes and identified needs, Excelsior Charter Schools has made targeted adjustments to LCAP actions for the upcoming year. These changes are intended to support continuous improvement and alignment with evolving instructional practices and staff input.

During the 2025–2026 school year, the LEA implemented the planned action to establish an Artificial Intelligence (AI) Committee. The committee engaged in reviewing and evaluating the use of AI tools in instructional and operational settings and developed initial guidance for implementation. As a result, selected AI tools have been introduced to support instructional delivery, staff efficiency, and differentiated learning opportunities, with attention to data privacy and appropriate use.

This action will continue and refined in the upcoming year to support effective integration of emerging technologies and to ensure alignment with instructional goals and student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Action #1.1	Attract quality educators (through analyzing competitive pay and benefits)	While preparing for the upcoming year's budget, the Business Office and Human Resource departments will conduct salary and benefit compensation studies to ensure Excelsior Charter Schools' salary schedules are competitive and attractive for prospective employes, yet sustainable long term. Excelsior will hire an external company to conduct a comprehensive salary study throughout the organization. Recruitment and retention efforts are targeted on campuses with a high percentage of unduplicated pupils where teacher turnover negatively affects outcomes.	$320,622	Yes
Action #1.2	Safe Learning Environments	ECS will conduct safety walkthroughs to ensure learning environments are safe and are in good repair and provide an annual report with repair/replace recommendations to district administration.	$395,000	No
Action #1.3	Internet Safety	ECS will conduct annual staff and student safety training on internet use and will monitor internet usage internally and through third party vendors.	$112,388	No
Action #1.4	District support for technology access and implementation	ECS will utilize district staff to ensure equitable access to instructional materials and technology for educational use at all sites. District staff will provide review and training of technology prior to implementation. Quarterly audits on instructional access limitations such as home internet availability will be conducted by ECS. ECS will provide internet access through hot spots to any family with connectivity barriers.	$123,885	Yes
Action #1.5	Strengthen relationships with credentialing/internship programs	ECS district staff will continue to develop relationships with credentialing programs to ensure options for staff when seeking continuous learning or adding a credential. These relationships will also provide a direct channel for intern eligible applicants to work	$95,745	No

		directly with ECS. ECS will support internal staff with credentialed mentors.		
Action #1.6	Decrease Caseloads for Special Population Staff	The ECS administration will quarterly review student to staff caseloads to ensure equitable access to their special population teacher and recommend any staffing needs.	$385,858	Yes
Action #1.7	Math Coach	ECS will utilize a math coach to provide ongoing training, support, and professional development to math teachers and administrators across the district.	$164,904	Yes
Action #1.8	ELA Coach	ECS will utilize an English coach to provide ongoing training, support, and professional development to ELA teachers and administrators across the district.	$157,416	Yes
Action #1.9	Wellness Opportunities for Employees	ECS will provide wellness resources for employees.	$164,905	No
Action #1.10	AI Committee	An Artificial Intelligence Committee will be formed to determine the best and safest course of use by staff and students and recommend best practices.	$33,755	No

Goal

Goal #	Description	Type of Goal
Goal #2	Excelsior Charter Schools will provide a rich academic program grounded in equity-based practices with measurable impact on middle and high school success indicators. This includes providing instructional support for English Learners (ELs), Special Education (SPED), Foster Youth (FY), Homeless (HL), Hispanic (HI), at-risk students, and struggling learners.	Student Outcomes

State Priorities addressed by this goal.

The district's commitment is designed to offer students choices that prepare them for college and career pathways, aligning with State Priorities: Priority 4 - Pupil Achievement for Pupil Outcomes, Priority 5 - Pupil Engagement, and Priority 8 - Other Pupil Outcomes for Pupil Outcomes

An explanation of why the LEA has developed this goal.

Excelsior Charter Schools developed this goal in alignment with the above referenced LCFF priorities after diligent and collaborative reviews of the academic indicators on the CA State Dashboard, annual Summative and Interim CAASPP and ELPAC data, as well as internal local benchmark and student achievement data as recorded within the LEA's student information system. A collaborative and ongoing review of these data metrics revealed ongoing growth necessary for all students within Excelsior Charter Schools but also found an increased need for the student groups of English Learners, Special Education, Foster, Homeless, and the students completing all courses under the independent study mode of instructional delivery. These academic performance achievement gaps for these groups of students require additional monitoring, support, and resources. The goal includes the "all students" group as well to ensure the LEA closes the achievement gaps identified in Mathematics, English Language Arts, the College and Career Indicator (CCI), and the English Learner Progress Indicator (ELPI) as compared to the state of California overall.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired 2026-2027 Outcome
Metric #2.1	CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - All Students	37.66 % Met or Exceeded	36.9% Met or Exceeded	37.21% Met or Exceeded		47.66%
Metric #2.2	CAASPP, SBAC English Language Arts: "Standard Met" and "Standard Exceeded" - English Learners	1.45% Met or Exceeded	7.14% Met or Exceeded	8.14% Met or Exceeded		11.87%

Metric #2.3	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - African American Students	23.08% Met or Exceeded	32.95% Met or Exceeded	32.06% Met or Exceeded		30.85%
Metric #2.4	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Students with Disabilities	12.89% Met or Exceeded	14.2% Met or Exceeded	15.24% Met or Exceeded		16.79%
Metric #2.5	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Homeless Youth	34.04% Met or Exceeded	31.5% Met or Exceeded	24.13% Met or Exceeded		36.80%
Metric #2.6	CAASPP, SBAC English Language Arts: “Standard Met” and “Standard Exceeded” - Low Income/ Socioeconomically Disadvantaged	34.27% Met or Exceeded	32.8 % Met or Exceeded	32.13% Met or Exceeded		36.27%
Metric #2.7	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded”- All Students	12.75% Met or Exceeded	14.68 % Met or Exceeded	22.61% Met or Exceeded		34.62%
Metric #2.8	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - English Learners	0.00% Met or Exceeded	3.51% Met or Exceeded	12.65% Met or Exceeded		10.93%
Metric #2.9	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - African American Students	7.69% Met or Exceeded	7.95% Met or Exceeded	16.92% Met or Exceeded		17.89%
Metric #2.10	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Homeless Students	6.52% Met or Exceeded	13.16% Met or Exceeded	17.24% Met or Exceeded		17.15%
Metric #2.11	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Students with Disabilities	4.27% Met or Exceeded	4.32% Met or Exceeded	8.14% Met or Exceeded		13.26%

Metric #2.12	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Low Income/ Socioeconomically Disadvantaged	9.15% Met or Exceeded	12.17% Met or Exceeded	21.50% Met or Exceeded		23.91%
Metric #2.13	CAASPP, SBAC Math: “Standard Met” and “Standard Exceeded” - Hispanic	8.92% Met or Exceeded	13.52% Met or Exceeded	22.40% Met or Exceeded		23.69%
Metric #2.14	California School Dashboard, Graduation Rate - All Students	91% Graduated	87.3%	90.9%		95%
Metric #2.15	California School Dashboard, Graduation Rate indicator - Socioeconomically Disadvantaged	88.4% Graduated	85.4%	91.2%		95%
Metric #2.16	California School Dashboard, Graduation Rate indicator –English Learner	69.6% Graduated	65.4%	95.8%		95%
Metric #2.17	California School Dashboard, Graduation Rate indicator – Students with Disabilities	94.1% Graduated	85.7%	90.6%		95%
Metric #2.18	California School Dashboard, Graduation Rate indicator - African American	87.1 % Graduated	91.7%	83.3%		95%
Metric #2.19	California School Dashboard, Graduation Rate indicator - Homeless	82.5% Graduated	67.6%	82.9%		95%
Metric #2.20	California School Dashboard, English Learner Progress Indicator	46.2% Making Progress	50.8% Making Progress	61.6% Making Progress		56%
Metric #2.21	California School Dashboard, College and Career Indicator - All Students	36.7% Prepared	33.4% Prepared	38.4% Prepared		44.9%
Metric #2.22	California School Dashboard, College and Career Indicator – Socioeconomically Disadvantaged	29.4% Prepared	28.5% Prepared	34.8% Prepared		36.4%

Metric #2.23	California School Dashboard, College and Career Indicator - English Learners	5% Prepared	4.2% Prepared	27.3% Prepared		16.3%
Metric #2.24	California School Dashboard, College and Career Indicator - Students with Disabilities	15.6% Prepared	10% Prepared	17.3% Prepared		18.6%
Metric #2.25	California School Dashboard, College and Career Indicator - African American	22.6% Prepared	36.1% Prepared	36.1% Prepared		26.1%
Metric #2.26	California School Dashboard, College and Career Indicator - Homeless	21.1% Prepared	20.6% Prepared	20.5% Prepared		27.4%
Metric #2.27	California School Dashboard, ELA Academic Indicator - All Students	31.7 Points Below Standard	36.3 Points Below Standard	36.8 Points Below Standard		12.6 Points Below Standard
Metric #2.28	California School Dashboard, ELA Academic Indicator – Socioeconomically Disadvantaged	41.7 Points Below Standard	44.6 Points Below Standard	46 Points Below Standard		40.6 Points Below Standard
Metric #2.29	California School Dashboard, ELA Academic Indicator - English Learners	119.5 Points Below Standard	80 Points Below Standard	74.4 Points Below Standard		66.7 Points Below Standard
Metric #2.30	California School Dashboard, ELA Academic Indicator - African American	67.8 Points Below Standard	55.8 Points Below Standard	47.5 Points Below Standard		58.6 Points Below Standard

Metric #2.31	California School Dashboard, ELA Academic Indicator - Students with Disabilities	113.4 Points Below Standard	99.9 Points Below Standard	104.6 Points Below Standard		95.3 Points Below Standard
Metric #2.32	California School Dashboard, ELA Academic Indicator - Homeless Students	45.6 Points Below Standard	67.5 Points Below Standard	55.8 Points Below Standard		40 Points Below Standard
Metric #2.33	California School Dashboard, Math Academic Indicator - All Students	119.1 Points Below Standard	113.3 Points Below Standard	95.1 Points Below Standard		48.1 Points Below Standard
Metric #2.34	California School Dashboard, Math Academic Indicator – English Learner	187.5 Points Below Standard	147.7 Points Below Standard	133.4 Points Below Standard		92.4 Points Below Standard
Metric #2.35	California School Dashboard, Math Academic Indicator - Low Income /Socioeconomically Disadvantaged	130.3 Points Below Standard	124.4 Points Below Standard	100.5 Points Below Standard		79.8 Points Below Standard
Metric #2.36	California School Dashboard, Math Academic Indicator - African American Students	154.3 Points Below Standard	124.7 Points Below Standard	118.9 Points Below Standard		103.5 Points Below Standard
Metric #2.37	California School Dashboard, Math Academic Indicator - Homeless Students	151.5 Points Below Standard	140.4 Points	114.1 Points		100.3 Points

			Below Standard	Below Standard		Below Standard
Metric #2.38	California School Dashboard, Math Academic Indicator -Students with Disabilities	184 Points Below Standard	175.7 Points Below Standard	162 Points Below Standard		126.3 Points Below Standard
Metric #2.39	California School Dashboard, Math Academic Indicator - Hispanic	127.9 Points Below Standard	121.1 Points Below Standard	95.8 Points Below Standard		79.8 Points Below Standard
Metric #2.40	Data Quest, A-G Completion Rate - All Students	36.7%	25.2%	23.4%		44.9%
Metric #2.41	DataQuest - Dual Enrollment - Number of Students passing with C- or better	24.6%	22.1%	21.76		45.5%
Metric #2.42	Data Quest - Career Technical Education Pathway Completers	9.3%	8.6%	27.9%		19.7%
Metric #2.43	Met A-G Requirement and Complete 1 CTE Pathway (Added June 2022)	5%	7%	8.9%		12.1%
Metric #2.44	Professional Development - Teacher Attendance Data - TEAMS	Attendance requirement new for 24/25. No baseline data	No Data	No Data		100%
Metric #2.45	Professional Development for Classified Paraeducator Canvas Completion	Completion requirement new for 24/25. No baseline data	No Data	No Data		100%

Metric #2.46	Professional Development for Classified Paraeducator Attendance	Attendance requirement new for 24/25. No baseline data	No Data	No Data		100%
Metric #2.47	Reclassification Rates of English Learners - Local Data	9.7%	8.19%	Pending		18.7%
Metric #2.48	Unduplicated Career Technical Education Enrollment - Local Data Aeries	243	222	666		264
Metric #2.49	STAR Renaissance Reading: School Wide (at or above proficiency level)	47.9%	46.1%	51.4%		58%
Metric #2.50	STAR Renaissance Reading: By Grade Level (at or above proficiency level)	7th Grade: 36.6% 8th Grade:41.6% 11th Grade: 53.1%	7th Grade: 35.4% 8th Grade: 42.5% 11th Grade: 51.6%	7th Grade: 39.2% 8th Grade: 45.4% 11th Grade: 56.1%		7th: 45.6% 8th: 50.6% 11th: 62.1
Metric #2.51	STAR Renaissance Reading: EL (at or above proficiency level)	1.5%	11.8%	23%		10.5%
Metric #2.52	STAR Renaissance Reading: Homeless (at or above proficiency level) (Local Data Aeries)	47.14%	No Data	No Data		56.14%
Metric #2.53	STAR Renaissance Reading: SPED (at or above proficiency level)	26.7%	25.2%	32.2%		35.7%
Metric #2.54	STAR Renaissance Reading: African American (at or above proficiency level)	32.9%	45%	50%		41.9%

Metric #2.55	STAR Renaissance Reading: Low Income/Socioeconomically Disadvantaged (at or above proficiency level)	46.92%	No Data	No Data		55.92%
Metric #2.56	STAR Renaissance Mathematics: School Wide (at or above proficiency level)	22.7%	18.9%	26%		31.7%
Metric #2.57	STAR Renaissance Mathematics: By Grade Level (at or above proficiency level)	7th Grade: 16.22% 8th Grade: 24.5% 11th Grade: 23.5%	7th Grade: 20.8% 8th Grade: 24.6% 11th Grade: 19.9%	7th Grade: 27.2% 8th Grade: 31.2% 11th Grade: 20.9%		7th Grade: 25.2% 8th Grade: 33.5% 11th Grade:32.5%
Metric #2.58	STAR Renaissance Mathematics: EL (at or above proficiency level)	2.8%	9.3%	17.7%		11.8%
Metric #2.59	STAR Renaissance Mathematics: Homeless (at or above proficiency level) (Local Data Aeries)	10.14%	No Data	No Data		19.14%
Metric #2.60	STAR Renaissance Mathematics: SPED (at or above proficiency level)	13.2%	9.1%	13.5%		22.2%
Metric #2.61	STAR Renaissance Mathematics: African American (at or above proficiency level)	9%	16.3%	21%		18%
Metric #2.62	STAR Renaissance Mathematics: Low Income/Socioeconomically Disadvantaged (at or above proficiency level)	19.69%	No Data	No Data		28.69%
Metric #2.63	Number of CCAP classes offered	24	43	17		27

Goal Analysis for [LCAP Year 2026-2027]

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.

During the 2025–2026 academic year, Excelsior Charter Schools implemented Goal 2 with a high degree of fidelity to the actions and services outlined in the adopted LCAP. The LEA maintained a consistent focus on providing an academically rigorous program grounded in equity-based practices, with increased and improved services for English Learners, students with disabilities, homeless youth, foster youth, and socioeconomically disadvantaged students.

Implementation of these actions resulted in demonstrated progress from Year 1 to Year 2 across multiple state and local indicators, indicating that the strategies employed are contributing to improved student outcomes.

Most notably, Mathematics outcomes showed accelerated growth, with All Students increasing from 14.68% to 22.61% meeting or exceeding standards, demonstrating meaningful progress toward the 34.62% desired outcome. English Learners in Mathematics increased from 3.51% to 12.65%, exceeding the Year 3 target, reflecting the effectiveness of targeted supports and increased services for this student group.

English Learner Progress Indicator (ELPI) results increased from 50.8% to 61.6%, surpassing the desired outcome of 56%, further demonstrating the positive impact of designated and integrated ELD supports.

While CAASPP ELA outcomes for All Students remained relatively stable (36.9% to 37.21%), local measures indicate progress, with STAR Reading proficiency increasing from 46.1% to 51.4%, suggesting that foundational literacy efforts are beginning to yield improvement.

Additionally, College and Career Indicator (CCI) outcomes increased from 33.4% to 38.4%, with significant gains for English Learners (4.2% to 27.3%), exceeding the desired outcome and demonstrating increased access to and success in college and career pathways.

Overall, the LEA effectively implemented planned actions, resulting in measurable progress toward closing achievement gaps, particularly in Mathematics and English Learner outcomes.

Overall Implementation

The LEA implemented the majority of actions and services as planned, including:

Universal screening and benchmark assessment systems to monitor student progress

Professional learning focused on data analysis, equity-based instructional practices, and intervention strategies

Targeted supports for unduplicated pupils, including English Learner collaboration, intervention programs, and counseling services

Expanded access to college and career readiness opportunities, including dual enrollment and college awareness activities

The LEA also strengthened instructional delivery through expanded use of differentiated learning tools (Freckle, Accelerated Reader, Goalbook), improving access to grade-level content and supporting Universal Design for Learning (UDL).

Substantive Differences in Implementation

The LEA refined implementation in response to Year 1 data by:

Expanding and prioritizing academic interventions, particularly in Mathematics

Increasing targeted supports for English Learners and other unduplicated pupil groups

Enhancing college and career readiness programming to address gaps in A–G completion and CCI outcomes

Adjusting professional development delivery to hybrid formats to ensure increased staff participation

These adjustments represent refinements to improve effectiveness and did not alter the overall intent or scope of the goal.

Challenges

Limited growth in ELA achievement indicates inconsistent implementation of effective literacy strategies

Variability across instructional models, including independent study, impacted consistency of service delivery

Declines in graduation rates for specific subgroups highlight the need for more targeted intervention and monitoring

Decreases in A–G completion rates indicate gaps in systems supporting college readiness

Successes

Significant and accelerated growth in Mathematics across multiple student groups

English Learners exceeded targets in both Math performance and ELPI

Increased student performance on local benchmark assessments (STAR Reading and Math)

Improved CCI outcomes, particularly for English Learners

Increased staff engagement in data-driven instructional practices

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.

There were no material differences between budgeted and estimated actual expenditures for Goal 2. All actions and services were implemented within the scope and intent of the adopted LCAP.

Minor adjustments to program implementation and professional development delivery were absorbed within existing resources and did not impact the overall allocation of funds.

The LEA implemented the planned increased and improved services for unduplicated pupils as described, and estimated actual percentages of improved services closely align with those originally projected. Expenditures supported the continuation and expansion of services designed to improve outcomes for high-need student groups.

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

The LEA's actions under Goal 2 have demonstrated increasing effectiveness, as evidenced by improved outcomes from Year 1 to Year 2 across multiple indicators.

Effective Actions

Data-driven instruction and assessment systems resulted in measurable gains in both Reading (46.1% to 51.4%) and Mathematics (18.9% to 26%), supporting timely instructional adjustments.

Increased and improved services for English Learners led to significant gains in Mathematics (3.51% to 12.65%) and ELPI (61.6%), demonstrating effectiveness of targeted supports.

Mathematics intervention and instructional supports resulted in growth across multiple subgroups, indicating effectiveness in addressing achievement gaps.

College and career readiness supports improved CCI outcomes (33.4% to 38.4%) and significantly increased outcomes for English Learners, demonstrating increased access and success in postsecondary pathways.

Areas of Limited Effectiveness

ELA achievement showed limited growth, indicating a need for more coherent and consistently implemented literacy strategies.

Graduation rate variability across subgroups indicates that current supports are not yet consistently effective for all student groups.

A–G completion and dual enrollment outcomes indicate a need for stronger systems of monitoring, accountability, and student support.

Conclusion

The LEA's actions are effectively improving outcomes in Mathematics and for English Learners; however, additional targeted actions are required to accelerate ELA achievement and ensure consistent outcomes across all student groups.

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.

Based on analysis of Year 2 data and implementation outcomes, the LEA will refine and expand actions to address identified needs, particularly in English Language Arts.

Instructional Capacity and Literacy Focus

The LEA will add a third instructional coach to increase support for classroom instruction, teacher effectiveness, and implementation of evidence-based literacy strategies.

A districtwide reading initiative will be implemented, with a focus on:

Measurable Lexile level growth across all grade levels

Consistent progress monitoring and alignment of instruction to student reading levels

The reading initiative will be supported through:

Implementation of MyOn by Reading Plus, providing access to differentiated digital texts aligned to Lexile levels

Increased opportunities for independent reading and targeted literacy intervention

These actions are designed to directly address limited growth in ELA outcomes and strengthen foundational literacy skills for all students, particularly unduplicated pupils.

Continuation of Effective Practices

Maintain and expand successful Mathematics interventions

Continue implementation of Freckle, Accelerated Reader, and Goalbook to support differentiation and UDL

Increase targeted supports for underperforming subgroups

College and Career Readiness Enhancements

Expand internship opportunities and targeted college readiness supports

Strengthen monitoring systems for A–G completion and dual enrollment success

Expand access to CTE pathways and elective offerings

Data Monitoring and Continuous Improvement

Increase use of disaggregated data to inform instructional decisions

Implement more frequent progress monitoring cycles, including Lexile-based measures

Continue professional development focused on instructional effectiveness and data use

Metrics and Targets

No changes were made to the established metrics or Year 3 desired outcomes. The LEA will increase monitoring and responsiveness to ensure progress toward achieving these targets.

Summary

Implementation of Goal 2 during the 2025–2026 school year resulted in measurable progress toward improved student outcomes, particularly in Mathematics and for English Learners. The addition of a third instructional coach and a districtwide literacy initiative focused on Lexile growth represents a strategic, data-driven refinement to address identified gaps in ELA achievement.

These actions are expected to strengthen instructional coherence, improve literacy outcomes, and accelerate progress toward achieving all Year 3 desired outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #2.1	Weekly District Walkthroughs	ECS district office administration and coaches will conduct rotating weekly site walkthroughs to support principals with their action plans and goals tied to the district LCAP Goal #2 as well as individualized site student outcome goals.	$185,331	No
Action #2.2L	Ensuring English Learner Academic Success	ECS district administration will partner with site leadership to review English Learner formative data to inform staff site meetings and set micro goals throughout year.	$160,095	Yes
Action #2.3	Increasing services to support equity and access for college readiness	ECS will review current services and access by student groups including underrepresented student groups, in partnership with local colleges and counselors.	$402,382	Yes

Action #2.4L	Increased and improved services for unduplicated students	ECS will review unduplicated student academic data by location with administration, teaching and support staff and as a district to inform instruction and identify instructional changes necessary to improve student outcomes.	$603,765	Yes
Action #2.5	Providing and improving increased equity-driven Career Technical Education (CTE) programs	ECS will identify CTE pathways as aligned with school site interest and currently available courses for revision and addition of CTE opportunities for students. ECS will expand access and participation among underrepresented groups including low income students, English Learners and foster youth. Data analysis of current offerings will occur bi-yearly for a review of potential program changes necessary.	$112,763	Yes
Action #2.6	Increasing supplemental college readiness activities for student success	ECS administration will develop and calendar additional activities and opportunities for all students, including unduplicated, to participate in at each location on the topic of college readiness. These activities will include school counselors and community college partners.	$150,995	Yes
Action #2.7	Universal Screeners	ECS will continue the use of universal screeners to ensure all students are placed appropriately in the coursework necessary for remediation or advancement.	$743,321	Yes
Action #2.8	VAPA for All Students	ECS administrators, counselors, and teaching staff will review and encourage the enrollment in Visual and Performing Arts classes for all students who share an interest in this pathway as aligned with UC/CSU entrance requirements.	$177,324	No
Action #2.9	Dual Enrollment Audits and Improvement	ECS administrators will quarterly audit enrollment and completion numbers of dual enrollment courses and continue to develop marketing plans with the marketing manager and identify any additional supports or resources necessary to ensure student success in dual enrollment coursework. ECS will identify barriers for unduplicated pupils and provide targeted support.	$743,380	Yes

Action #2.10L	Staff Collaboration for English Learners	ECS Ed Services department will collaborate with administrators and teaching staff quarterly to support English Learner students academically based upon academic performance achievement data. Individual school site needs and data review will occur to individualize resources and support at each site level.	$275,441	Yes
Action #2.11L	Paraeducator Training	ECS will provide training and professional development to Paraeducators to support high risk students.	$132,324	Yes
Action #2.12	CAASPP Test Preparation	ECS will continuously review and refine common curriculum to align with student deficits identified within Interim CAASPP assessments and Summative CAASPP data. ECS will collaborate on best practices and share test taking strategies prior to CAASPP assessments and provide readiness bootcamps to ensure student success, with emphasis on students demonstrating lower performance on state assessments.	$435,998	Yes
Action #2.13	Counselor Frequent Transcript Audits	ECS counselors will audit student transcripts each semester to ensure on-time graduation of each cohort, a-g completion, and other graduation requirement metrics. Counselors will prioritize monitoring of student groups with historically lower completion rates	$312,376	Yes
Action #2.14	Professional Learning – Teacher TEAMs Meetings	ECS campuses will come together by department to engage in professional learning opportunities through analysis and collaborative shared efforts of best practices as aligned with student outcomes. This collaboration will allow continuous refinement of growth in teaching practices shared by others within district by subject area. ECS will develop strategies for addressing achievement gaps among English learners and low-income students	$121,367	Yes
Action #2.15	Professional Learning – Leadership & Principals	ECS leadership team will meet monthly to engage in data analysis, reflection of student outcomes, and shared best practices amongst leadership team across all school sites. These efforts will improve services through frequent	$302,657	Yes

		analysis of formative data with an emphasis on addressing achievement gaps in unduplicated pupils to further improve outcomes.		
Action #2.16	Professional Learning – Classified Staff	ECS will encourage continuous learning and growth for classified staff via approved conferences and professional development opportunities, internal best-practice cohorts, and college tuition reimbursement.	$98,443	Yes
Action #2.17	Additional Program Implementation and Expansion	ECS will expand current and explore new intervention programs at all campus for both ELA and math to increase academic performance in both subjects	$321,111	Yes
Action #2.18	Implementation of Freckle for ELA and Math	Excelsior will implement Freckle for all campuses to support differentiated instruction in English Language Arts and Mathematics. This platform provides adaptive practice and real-time data to inform instruction, particularly for English Learners, SPED, and students performing below grade level.	$253,389	Yes
Action #2.19	Campus-wide Adoption of Accelerated Reader	All school sites will adopt and implement Accelerated Reader to promote reading engagement, literacy development, and independent reading practice. The program will support increased student achievement in reading comprehension and fluency across all grades and to address literacy deficits disproportionately impacting English learners and low-income students.	$211,377	Yes
Action #2.20	Goalbook Integration to Support Inclusive Instruction	Excelsior will adopt and integrate Goalbook as a planning tool to support Universal Design for Learning (UDL), ensuring inclusive access for students with disabilities, English Learners, and other targeted subgroups. Teachers will use Goalbook to align instruction with IEP and academic goals.	$376,355	Yes
Action #2.21	Expansion of College Awareness and Readiness Events	The LEA will organize grade-specific college events, including field trips, guest speakers, and application workshops. These events will scaffold awareness from 9th	$211,767	Yes

		through 11th grades and provide targeted FAFSA and application support for 12th grade students.		
Action #2.22	Internship Opportunities for Seniors	Excelsior will develop and offer structured internship programs for 12th-grade students. These experiences will connect students to career pathways, provide real-world job exposure, and increase College and Career Indicator (CCI) preparedness.	$43,211	No
Action #2.23	Site-Based CTE Pathway Expansion	The LEA will conduct site-level needs assessments to identify opportunities for expanding Career Technical Education (CTE) offerings. Resources will be allocated equitably to develop and sustain high-interest, high-skill CTE pathways at all campuses.	$63,228	No
Action #2.24	Expansion of Performing Arts Access	In response to limited on-site performing arts offerings, Excelsior will pursue specialized instructors or facilitate student enrollment in community college courses to expand access to visual and performing arts education.	$89,333	No
Action #2.25	Adoption of New Elective Courses	New elective courses will be introduced at each campus based on student interest and local needs. Electives will be designed to increase engagement and offer diverse enrichment opportunities aligned with student strengths and career goals.	$154,998	No
Action #2.26	Independent Study Teacher Hires	ECS will hire dedicated Independent Studies teachers to close the academic achievement equity gap for students and families who choose full-time independent study courses.	$362,678	No
Action #2.27L	Independent Study Teacher Hires	ECS will hire dedicated Independent Studies teachers to close the academic achievement equity gap for students and families who choose full-time independent study courses for the unduplicated pupil population.	$1,285,859	Yes
Action #2.28	Additional Instructional Coach Hire	ECS will hire an additional coach to increase support for classroom instruction, teacher effectiveness, and implementation of evidence-based literacy strategies and	$144,450	Yes

		focus on the support of literacy interventions and closing subgroup achievement gaps.		
Action #2.29	Purchase of MyOn digital library	ECS will purchase MyOn by Reading Plus, providing access to differentiated digital texts aligned to Lexile levels to improve student reading achievement across all grade levels and to include struggling readers, English Learners and below grade-level students.	$46,934	Yes

Goal

Goal #	Description	Type of Goal
Goal #3	Excelsior Charter Schools will provide an equity-centered safe learning environment that supports a positive school climate through student and family engagement, student and staff success, and parent involvement.	Engagement

State Priorities addressed by this goal.

This commitment to involving the whole family and community in student learning and well-being aligns with State Priorities: Priority 3 - Parental Involvement for Engagement; Priority 5 - Pupil Engagement for Engagement; and Priority 6 - School Climate for Engagement

An explanation of why the LEA has developed this goal.

Excelsior Charter Schools developed this goal in alignment with the above referenced LCFF priorities after diligent and collaborative reviews of the California School Dashboard indicators of Suspension Rate and Chronic Absenteeism, annual stakeholder survey data, attendance rates, and school wide student intervention data. These data sources informed us of the need to improve school climate and family engagement. Stakeholders identified trends and patterns as revealed within the data and during stakeholder engagement meetings that school culture and climate needs improvement as coupled with family involvement and student engagement. The LEA revised its instructional models within the prior LCAP cycle to better serve the needs of all students as academics demonstrated improvement when students had higher levels of accountability with in-person or synchronous instruction. However, the school climate and

involvement of families decreased according to survey data under this change as the school's prior model included a requirement for all students to come to campus once per unit to meet with their assigned teacher. The new requirement of meeting with a non-credentialed staff member to meet with families did not provide the same level of service that families were accustomed to, and family involvement lessened.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired 2026-2027 Outcome
Metric # 3.1	California School Dashboard, Suspension Rate Indicator - all students	3.1%	3.2%	2.4%		1.5%
Metric #3.2	California School Dashboard, Suspension Rate Indicator - English Learners	1.5%	4%	3.5%		1.5%
Metric #3.3	California School Dashboard, Suspension Rate Indicator - Low Income /Socioeconomically Disadvantaged	2.8%	3.3%	2.7%		1.5%
Metric #3.4	California School Dashboard, Suspension Rate Indicator - African American	4.2%	7%	4.4%		1.5%
Metric #3.5	California School Dashboard, Suspension Rate Indicator - Homeless Students	2.1%	4.3%	1.1%		1.5%

Metric #3.6	CA Dashboard Suspension Rate Indicator - Students with Disabilities	4.8%	5.1%	4.9%		1.5%
Metric #3.7	California School Dashboard, Chronic Absenteeism Indicator - All Students	1.6%	0.5%	0%		<1%
Metric #3.8	California School Dashboard, Chronic Absenteeism Indicator - African American Students	2.4%	0%	0%		<1%
Metric #3.9	California School Dashboard, Chronic Absenteeism Indicator - Homeless Students	7.9%	0%	0%		<1%
Metric #3.10	California School Dashboard, Chronic Absenteeism Indicator - Students with Disabilities	0%	0.7%	0%		<1%
Metric #3.11	CA Dashboard Chronic Absenteeism Indicator English Learners	1.7%	0%	0%		<1%
Metric #3.12	CA Dashboard Chronic Absenteeism Indicator Socioeconomically Disadvantaged	2.1%	0.5	0%		<1%
Metric #3.13	Data Quest - Expulsion Rate All Students	0.0%	0%	0% 1 Student		0.0%
Metric #3.14	Data Quest - Expulsion Rate African American	0.0%	0%	0% 1 Student		0.0%
Metric #3.15	CALPADS - Dropout count grades 7 & 8 (MS Dropout) (Added June 2022)	5 students	5 Students	0 Students		5 Students

Metric #3.16	CALPADS - Dropout count grades 9-12 (HS Dropout) (Added June 2022)	27 students	42 Students	17 Students		10 Students
Metric #3.17	CALPADS 14.1 - School Attendance All Students	98.15%	98.24%	99.89%		100%
Metric #3.18	Data Quest Absenteeism by Reason - School Attendance African American	95.97%	98.71%	100%		100%
Metric #3.19	CALPADS 14.1 - School Attendance English Learners (14.1 Report)	97.51%	99.37%	99.47%		100%
Metric #3.20	Data Quest Absenteeism by Reason -Socioeconomically Disadvantaged	97.43%	98.30%	99.85%		100%
Metric #3.21	CALPADS 14.1 & Aeries Query - School Attendance Students with Disabilities	99.53%	99.47%	90.34%		100%
Metric #3.22	Data Quest Absenteeism by Reason - School Attendance Homeless	90.71%	96.88%	100%		100%
Metric #3.23	Student Climate Survey - All Students	65%	87%	88%		85%
Metric #3.24	Student Climate Survey- SPED	72%	88%	86%		85%
Metric #3.25	Student Climate Survey- EL	60%	88%	93%		85%
Metric #3.26	Student Climate Survey- Independent Study	60%	86%	90%		85%
Metric #3.27	Student Climate Survey- On Campus	66%	86%	87%		85%
Metric #3.28	Parent Climate Survey –All Students	71%	71%	76%		85%

Metric #3.29	Parent Climate Survey-SPED	68%	77%	76%		85%
Metric #3.30	Parent Climate Survey - EL	81%	79%	80%		85%
Metric #3.31	Parent Climate Survey – Independent Study	75%	73%	70%		85%
Metric #3.32	Parent Climate Survey – On Campus	71%	74%	78%		85%
Metric #3.33	Staff Climate Survey All Staff	82%	73%	82%		85%
Metric #3.34	Tiered Re-engagement data tracked at least monthly	A new policy was implemented on 23/24. No baseline data.	No data	EOY 2% of students entered into tier 3 status		<5% Tier 3
Metric #3.35	TFI - Tiered Fidelity Inventory	New tool created for 23/24. No baseline data.	75%	72%		70%
Metric #3.36	In Person Classroom Attendance Rates	New in person attendance requirement 23/24. No data 2023.	90.43%	84.4%		100%
Metric #3.37	IS Meeting Attendance Rates	Establishing meeting attendance requirement 23/24 for all Independent Study (IS) students to meet with IS	No Data	Established engagement through zoom attendance rates 79.5%		100%

		teacher. No data 2023.				
Metric #3.38	ELD Attendance Rates	No data from 2023. ELD courses were fully developed and introduced during the 23/24 school year as aligned to prior year's LCAP.	89.63%	87.16%		100%
Metric #3.39	Parental Participation includes families of unduplicated students and students with exceptional needs. (Added June 2020)	Participation in Survey: All: SPED: 53 EL: 14	SPED: 20.33%/112 EL: 4.35%/24	Participation in Survey All: 492-19.6% SPED: 95 EL: 0		>25% Participating
Metric #3.40	Home Survey	Once per year	Fall 2024 Spring 2025	Fall 2025 Spring 2026		Twice Per Year

Goal Analysis for [LCAP Year 2026-2027]

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.

During the 2025-2026 school year, Excelsior Charter Schools implemented all Goal 3 actions with a focus on improving school climate, student engagement, attendance, family involvement, wellness, and behavioral supports. The actions

were implemented largely as planned, with ongoing refinement informed by stakeholder feedback, survey data, and outcome measures.

To support student engagement and school connectedness, campuses reviewed climate survey feedback and engaged stakeholders through Coffee with the Principal events, strategic planning meetings, surveys, and other engagement opportunities to identify desired co-curricular and extracurricular activities. Campuses expanded student engagement opportunities through clubs, field trips, leadership opportunities, family events, Back-to-School Nights, Fall Festivals, and other school-sponsored activities.

Health and wellness supports continued to expand through monthly Student Services newsletters, additional counselor training, advisory classes, and campus-based supports. Excelsior also increased resources available to students and families through the establishment of Giving Closets at the Ontario and North Victorville campuses to help address basic needs barriers that may impact student success.

Communication efforts were strengthened through continued use of ParentSquare, email communications, website enhancements, customer service training for front office staff, and professional learning opportunities for administrators to share communication best practices. Excelsior also implemented website enhancements, including AI-supported features designed to improve access to information and support for families.

Attendance and engagement remained a focus throughout the year. Attendance data was reviewed regularly during leadership meetings, site team meetings, and PBIS team meetings. Tiered Re-Engagement systems were monitored and refined through leadership collaboration, increased intervention efforts, and ongoing professional development focused on proactive engagement strategies. As a result, chronic absenteeism remained at 0% across reported student groups, overall attendance increased to 99.89%, and high school dropout counts decreased from 42 students to 17 students while middle school dropout counts decreased from 5 students to 0 students. During Year 2, Excelsior also refined its Independent Study attendance metric to align with classroom attendance practices by utilizing Zoom attendance participation data rather than monthly meeting attendance as the primary measure of engagement.

A significant area of implementation focused on strengthening PBIS and MTSS systems. Through a partnership with Desert Mountain SELPA, campuses received intensive coaching, monthly implementation meetings, professional development, and technical assistance designed to strengthen PBIS implementation and improve overall systems of

support. Two campuses applied for Silver PBIS Recognition during the school year, demonstrating progress in implementation fidelity. MTSS development, site training, and administrator training continued through leadership meetings and ongoing review of intervention systems, data tracking, and team effectiveness.

Implementation efforts contributed to measurable improvements in several outcome areas. Suspension rates decreased for most student groups, chronic absenteeism remained exceptionally low, attendance increased, dropout rates decreased, and Student Climate Survey results exceeded the 85% target across all student groups. Parent Climate Survey results improved overall from 71% to 76%, and Staff Climate Survey results improved from 73% to 82%; however, both remain below the established target of 85%, indicating continued opportunities to strengthen family engagement, communication, and staff support systems.

Overall, Goal 3 implementation resulted in meaningful progress toward creating safe, supportive, and engaging learning environments while continuing to build sustainable systems focused on student success, wellness, attendance, and school connectedness.

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.

Of the 11 actions identified under Goal 3, the majority demonstrated effectiveness in supporting progress toward improved student engagement, attendance, school climate, and behavior outcomes. Actions related to attendance tracking, tiered re-engagement, PBIS implementation, MTSS development, health and wellness supports, and student engagement opportunities showed positive results in several Year 2 outcome areas.

The strongest evidence of effectiveness is reflected in attendance and re-engagement data. Chronic absenteeism was 0% across reported student groups, overall attendance increased from 98.24% to 99.89%, African American student attendance increased to 100%, Homeless student attendance increased to 100%, and Socioeconomically Disadvantaged

student attendance increased to 99.85%. Tiered re-engagement data also showed that only 2% of students entered Tier 3 status, meeting the desired outcome of fewer than 5%.

Behavior-related actions also showed progress. Suspension rates decreased for All Students from 3.2% to 2.4%, African American students from 7.0% to 4.4%, Homeless students from 4.3% to 1.1%, Socioeconomically Disadvantaged students from 3.3% to 2.7%, and English Learners from 4.0% to 3.5%. However, suspension rates for several student groups remain above the desired 1.5% target, including Students with Disabilities at 4.9%, African American students at 4.4%, and English Learners at 3.5%. This indicates that PBIS, MTSS, OMC, and behavior support actions are improving outcomes but require continued refinement and stronger implementation fidelity.

Student climate outcomes were also strong. All student groups met or exceeded the 85% target, including All Students at 88%, Students with Disabilities at 86%, English Learners at 93%, Independent Study students at 90%, and On-Campus students at 87%. These outcomes suggest that student engagement, PBIS, wellness, and school-connectedness efforts are having a positive impact on students' perception of school climate.

Family engagement and staff climate remain areas for growth. Parent Climate improved overall from 71% to 76%, and On-Campus Parent Climate increased from 74% to 78%; however, all Parent Climate measures remain below the 85% target, and Independent Study Parent Climate declined from 73% to 70%. Staff Climate improved from 73% to 82%, but also remains below the 85% target. These results indicate that actions related to family engagement, communication, and staff support are showing some progress but have not yet achieved the desired outcomes.

Overall, the actions under Goal 3 were effective in improving student attendance, reducing chronic absenteeism, lowering dropout counts, improving student climate, and reducing suspensions for several student groups. Continued focus is needed on parent engagement, staff climate, PBIS fidelity, and targeted behavior supports for student groups with suspension rates above the desired outcome.

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.

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.

Following a review of Year 2 outcomes, implementation data, and stakeholder feedback, Excelsior Charter Schools will continue the current Goal 3 structure, metrics, and actions with targeted refinements to improve implementation fidelity and address areas that did not meet desired outcomes.

Action 3.5, Tiered Re-Engagement, will continue to be refined to strengthen early identification, intervention, and monitoring of students showing signs of disengagement. Since only 2% of students entered Tier 3 status, the system is showing positive impact; however, continued monitoring will be needed to sustain low chronic absenteeism and support students before they require intensive intervention.

Action 3.8, PBIS Implementation, will remain a priority. The Year 2 TFI score was 72%, which met the desired outcome of 70%, but continued growth is needed to increase implementation fidelity across sites. As campuses move beyond foundational Tier 1 implementation, the focus will shift toward strengthening Tier 2 supports, improving data-based decision-making, increasing consistency of interventions, and continuing professional learning through Desert Mountain SELPA training opportunities.

Actions 3.9, 3.10, and 3.11, MTSS Development and Training, will continue to be refined to better align academic, behavioral, attendance, wellness, and social-emotional supports. The focus for the coming year will be consistent site implementation, clearer intervention tracking, progress monitoring, and stronger use of data to identify student needs earlier.

Actions 3.3 and 3.4, Communication and Family Engagement, will be strengthened based on Parent Climate Survey results. Although overall Parent Climate improved from 71% to 76%, all parent climate outcomes remain below the 85% target, and Independent Study Parent Climate declined to 70%. Excelsior will focus on improving two-way communication, increasing authentic family engagement opportunities, and strengthening outreach to Independent Study families and other underrepresented groups.

Action 3.1, Co-Curricular and Extracurricular Activities, will continue with an emphasis on expanding student connectedness opportunities. Student Climate results exceeded the 85% target across all groups, suggesting that student engagement efforts are positively impacting school climate. Continued expansion of clubs, activities, leadership opportunities, field trips, and student voice will support sustained progress.

Action 3.2, Health and Wellness Supports, will continue to be refined as part of the broader MTSS and student support framework. Wellness, mental health awareness, SEL, and proactive student support remain priorities connected to attendance, school climate, behavior, and student engagement outcomes.

These refinements reflect a shift from initial implementation toward sustainability, consistency, and measurable impact. The focus for the coming year will be strengthening systems that are working while directly addressing areas that remain below target, particularly parent engagement, staff climate, PBIS fidelity, and subgroup suspension rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #3.1	Co-Curricular and Extracurricular Activities	ECS administration and teaching staff will review current co-curricular and extracurricular activities and engage stakeholders to determine additional activities desired amongst all students to include underrepresented student groups such as low-income students, English learners, foster youth, and students with low school connectedness.	$61,733	Yes
Action #3.2	Provide purposeful and meaningful supports for health and wellness for student success	ECS administration and teaching staff will engage stakeholders to provide meaningful support for health and wellness to ensure student success and address the needs of all students including unduplicated pupils.	$133,887	Yes
Action #3.3	Improve school communication	ECS administration will review communication and stakeholder survey data to ensure school communication efforts are received, appropriate, and beneficial. Changes to communication efforts will be shared with stakeholders prior to implementation. Ongoing monitoring will continue throughout the year.	$52,878	No

Action #3.4	Increase opportunities for family and student engagement	ECS administration and teaching staff in collaboration with stakeholders will explore and calendar additional community and family event opportunities for families throughout the year, with targeted outreach to families of English Learners, foster youth, homeless youth, and low-income students.	$187,388	Yes
Action #3.5	Shared resources for tiered re-engagement	ECS administration and teaching staff will collaborate quarterly to review successes and best practices to improve engagement outcomes as identified through the policy's intention.	$488,435	Yes
Action #3.6	Implement home survey 2 times a year	ECS will administer the home survey 2 times per year to ensure families receive appropriate support throughout the year.	$32,677	No
Action #3.7	Attendance Tracking	ECS administration and teaching staff will ensure monitoring and sharing attendance through instructional delivery programs to ensure student participation, re-engagement and accountability.	$187,114	Yes
Action #3.8	Continue to improve PBIS implementation	ECS will develop a PBIS program through collaboration of administration, teaching and support staff, and stakeholder input with a focus on improving school connectedness for student groups with higher rates of disciplinary incidents.	$205,433	Yes
Action #3.9	Multi-Tiered Systems of Supports -Development	ECS will finalize an MTSS system to roll out during this new LCAP cycle as aligned with serving the basic needs of all students. Identifying each tier will need to be tied to each mode of instructional delivery to ensure students are meeting their academic, behavioral and social emotional goals, with targeted outreach to unduplicated pupils.	$378,867	Yes
Action #3.10	Multi-Tiered Systems of Supports - Site Training	ECS administrators will train each site on the MTSS development after collaboration and creation of MTSS plan to been finalized with all staff input to ensure success of plan and accuracy of use.	$203,559	Yes

Action #3.11	Multi-Tiered Systems of Supports -Admin Training	ECS administrators will develop a training plan collectively for future use and training of future administration to ensure accuracy of plan and effective use and implementation.	$138,332	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year 2026-2027]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,887,766	$980,633

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
29.35%	0%	$0	29.35%

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 #(s)	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
Goal 1 Action #1.1 Attract quality educators (through analyzing competitive pay and benefits)	Schoolwide, there is a need to attract quality educators for all students.	Attracting and retaining highly qualified teachers is essential for student learning and providing equitable teaching to students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 1 Action #1.2 Safe Learning Environments	Schoolwide, there is a need to maintain safe learning environments for all students.	Maintaining safe learning environments is essential for all students as it provides a fundamental basis for learning to then occur. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Williams FIT Report and stakeholder survey data
Goal 1 Action #1.3 Internet Safety	Schoolwide, there is a need to maintain internet safety for all users.	Maintaining internet safety is essential for all students as the internet is used daily by students and staff. A securely monitored internet for students to complete schoolwork and communicate in the learning environment is critical for academic achievement and social and emotional well-being. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Internet Safety Assembly Attendance Data

Goal 1 Action #1.4 District Support for technology access and implementation	Schoolwide, district support for technology access and implementation is a critical need for learning within a digital curriculum.	Ensuring equitable access to instructional materials and technology for educational use at all sites is a necessity for learning to occur. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Williams Report and Internal Audit Report
Goal 1 Action #1.5 Strengthen relationships with credentialing/internship programs	Schoolwide, a need for highly qualified teachers is an ongoing and continuous need within the school.	Strengthening relationships with credentialing programs is a necessity schoolwide to assist in access to highly qualified teachers. Highly qualified teaching staff provide the best learning opportunities for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 1 Action #1.6 Decrease caseloads special populations	Special population caseloads need to be reviewed frequently to ensure equity and balance amongst campuses and student populations. The hiring of additional special population staff will be determined based upon caseloads and enrollment data.	There is currently an academic achievement performance equity gap for the special population student groups. By ensuring special population caseloads are equitable and compliant, we can ensure that the students have the appropriate access and resources as provided by their special population case carrier.	HR Staffing Rations, HR Teacher Retention Data

Goal 1 Action #1.7 Math Coach	Schoolwide, ensuring mathematics teachers have the knowledge, support, and training is essential to the overall success of the staff member, the school, and the students.	Ensuring that all new teachers and current staff have access to instructional coaching resources as aligned with mathematics content, the use of a math coach helps improve teaching and learning in the mathematics classrooms. This unifies strong practices and provides continuous support. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 1 Action #1.8 ELA Coach	Schoolwide, ensuring English Language Arts teachers have the knowledge, support, and training is essential to the overall success of the staff member, the school, and the students.	Ensuring that all new teachers and current staff have access to instructional coaching resources as aligned with English language arts (ELA) content, the use of an ELA coach helps improve teaching and learning in the mathematics classrooms. This unifies strong practices and provides continuous support. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	SARC Report, Human Resource Department teacher retention data
Goal 1 Action #1.9 Wellness Opportunities for Staff	Staff wellness and mental health are essential to maintaining a productive, positive learning environment and reducing staff turnover.	Providing wellness resources supports educator well-being, improves morale, and helps reduce burnout, which directly impacts the consistency and quality of instruction. Offered LEA-wide to ensure equitable access for all staff	Staff climate survey results, employee retention data, participation rates in wellness programs

		across school sites, which indirectly benefits all students, particularly those requiring consistent instructional support like foster youth, English learners, and low-income students.	
Goal 1 Action #1.10 AI Committee	The rapid emergence of artificial intelligence (AI) tools in education creates a need for structured guidance on safe, ethical, and effective implementation.	Forming an AI Committee ensures that AI use is aligned with best practices for student learning, data privacy, and instructional integrity. This action is provided LEA-wide to maintain consistent standards and opportunities across campuses, with a focus on supporting innovation that benefits all students, including unduplicated groups who can gain from adaptive and personalized learning tools.	AI Committee meeting notes, implementation of recommendations, staff usage survey, integration of AI-related PD/training sessions
Goal 2 Action #2.1 Weekly District Walkthroughs	Ongoing district monitoring and support for each individual campus is a need to ensure the school is meeting their goals and completing their actions as aligned within the strategic plan.	Weekly district walkthroughs at all sites allow for continuous monitoring and adjustments based upon input from district leadership team as aligned with the school's action plans and each campus' unique goals. The participation of the district leadership team allows for focused collaboration to improve student outcomes. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CAASPP and ELPAC Scores, Internal Principal Dashboards, CA State Dashboard, STAR Reports
Goal 2 Action #2.3	College attendance rates post-high school graduation show a need within the school compared to the state.	Targeted reviews schoolwide and by student group with a focus on providing equity and access to college and preparation for college is a schoolwide	California School Dashboard CCI Indicator, Data Quest Dual Enrollment Reports

Increasing services to support equity and access for college readiness		necessity to ensure students are prepared for the grade 13 transition. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 2 Action #2.5 Providing and improving increased equity-driven Career Technical Education (CTE) programs	Career Technical Education participation and completion rates demonstrate a need within the school as compared to the state.	Targeted reviews schoolwide and by student group with a focus on providing equity and access to CTE programs are necessary as aligned with the CCI indicator on the CA School Dashboard. T This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Data Quest Dual Enrollment and A-G Reports
Goal 2 Action #2.6 Increasing supplemental college readiness activities for student success	College application and dual enrollment percentages show a need within the school.	Increased college readiness activities are necessary school wide and for all students to increase college-going rates and participation in dual enrollment. This is aligned with the CCI indicator on the CA School Dashboard. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	California School Dashboard CCI Indicator, Data Quest Dual Enrollment Reports
Goal 2 Action #2.7 Universal Screeners	Determining appropriate placement of students into grade level, remedial, or advanced courses is a need to ensure we are meeting the individual needs of all students.	The use of universal screeners will ensure all students are placed appropriately in the coursework necessary for remediation or advancement schoolwide. This is a necessity schoolwide for all students with a primary dedicated focus on	Internal Principal Dashboards, STAR Reports

		Foster Youth, English Learners, and Low-Income Students.	
Goal 2 Action #2.8 VAPA for All Students	The school has shown a need for improvement in visual and performing arts course completion as aligned with a-g and graduation requirements.	A focus on the enrollment in and completion of visual and performing arts classes will ensure students are A-G on track for acceptance into the CSU and UC systems. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard CCI Indicator, Data Quest Graduation Reports.
Goal 2 Action #2.9 Dual Enrollment Audits and Improvement	College dual enrollment completion is not shared with the school for 100% of those completing dual enrollment courses.	A focus on tracking college course enrollment, participation, and completion is necessary to ensure students are receiving the appropriate transcript marks for graduation and promotion is essential. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	California School Dashboard CCI Indicator, Data Quest Dual Enrollment Reports, Internal Transcript Audits
Goal 2 Action #2.12 CAASPP Test Preparation	The school has demonstrated a need for improvement within CAASPP testing and scores.	A dedicated and ongoing focus through collaboration and data review on state testing is necessary to close the achievement gaps in ELA and Math CAASPP test scores as compared with the State on the CA School Dashboard indicators of ELA and Mathematics. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	California School Dashboard, CAASPP Interim and Summative Data, STAR Reports, Internal Principal Dashboard.

Goal 2 Action #2.13 Counselor Frequent Transcript Audits	The school has demonstrated a need for improvement in the timing and frequency of student transcript audits. As the school enrolls students throughout the year, the frequency of transcripts audits needs to increase.	The increase in transcript audits schoolwide and for all students will assist in ensuring students are on track for graduation with their four-year high school cohort. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Graduation Rate Indicator
Goal 2 Action #2.14 Professional Learning – Teacher TEAMs Meetings	The school has shown a need for additional teacher collaboration and professional development to help improve student outcomes.	The increase and necessity for professional development within this setting will provide a collaborative focus to improve student outcomes based upon formative and summative data. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.15 Professional Learning – Leadership & Principals	The school has shown a need for additional principal and leadership team collaboration and professional development to help improve student outcomes.	The increase and necessity for professional development within this setting will provide a collaborative focus to improve student outcomes based upon formative and summative data. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.16 Professional Learning – Classified Staff	The school has shown a need for more classified staff collaboration and professional development to help improve student outcomes.	The increase and necessity for professional development within this setting will provide a collaborative focus to improve student outcomes based upon formative and summative data.	CA School Dashboard, STAR Reports, Principal Dashboard, CAASPP Data

		This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 2 Action #2.17 Additional Program Implementation and Expansion	Academic performance gaps in ELA and Math across multiple student groups	ECS will expand and implement new intervention programs schoolwide in both ELA and Math. These actions address learning gaps identified in dashboard and local assessment data, particularly among ELs, SPED, and socioeconomically disadvantaged students. Implementing this LEA-wide ensures consistent access to high-quality academic supports across all sites.	CA School Dashboard, Principal Dashboard, CAASPP Data
Goal 2 Action #2.18 Implementation of Freckle for ELA and Math	Need for adaptive, differentiated instructional tools to support intervention	Freckle will be implemented schoolwide to provide adaptive learning pathways in ELA and Math. It targets the instructional level of each student, enabling teachers to differentiate instruction. Freckle's real-time data supports instructional planning and progress monitoring for struggling learners. LEA-wide implementation ensures all students, regardless of campus, receive equitable instructional access.	CA School Dashboard, Freckle Reports, Principal Dashboard, CAASPP Data
Goal 2 Action #2.19 Campus-wide Adoption of	Low reading engagement and inconsistent independent reading habits among students	Accelerated Reader will be implemented schoolwide to support reading comprehension, promote regular reading practice, and increase fluency. This tool directly aligns with	CA School Dashboard, Accelerated Reader Reports Principal Dashboard, CAASPP Data

Accelerated Reader		literacy development goals for all students and is particularly beneficial for early readers and those reading below grade level. Providing this program LEA-wide supports reading growth equitably across sites.	
Goal 2 Action #2.20 Goalbook Integration to Support Inclusive Instruction	Need for inclusive instructional planning to meet the needs of all learners	ECS will adopt Goalbook to help teachers implement Universal Design for Learning (UDL) strategies and align instruction to IEP and EL goals. This supports equity in instructional access and quality, especially for students with disabilities and English Learners. Offering this resource schoolwide ensures every teacher has access to tools that address diverse learning needs.	Goalbook Rerports, Student Report Cards, CA School Dashboard, CAASPP Scores
Goal 2 Action #2.21 Expansion of College Awareness and Readiness Events	Limited early exposure to college and career planning among underrepresented student groups	ECS will organize college and career readiness events for students in grades 9–12, tailored to their grade level. These activities—field trips, workshops, and application support—address gaps in college knowledge and preparedness. Offering them LEA-wide provides all students, regardless of background or site, access to meaningful college and career planning experiences.	College Enrollment Applications, FAFSA Applications,
Goal 2 Action #2.22	Lack of real-world career exposure and preparedness among seniors	Structured internship opportunities will be created for 12th-grade students to increase College and Career Indicator (CCI) performance and provide authentic learning experiences. These	Attendance and Participation Tracking, CCI Dashboard Indicator

Internship Opportunities for Seniors		internships address the need for workplace exposure and help bridge school-to-career transitions. Providing this opportunity across all sites promotes postsecondary readiness LEA-wide.	
Goal 2 Action #2.23 Site-Based CTE Pathway Expansion	Inequitable access to CTE pathways across campuses	ECS will conduct needs assessments and allocate resources to expand high-quality, relevant CTE pathways. Addressing CTE inequities ensures all students have access to skill-building and career exploration aligned to regional workforce needs. Offering this LEA-wide promotes consistency and fairness in access to college and career prep.	CTE Course Catalog, Student Enrollment Counts
Goal 2 Action #2.24 Expansion of Performing Arts Access	Limited performing arts opportunities at some campuses	ECS will contract with instructors or partner with community colleges to provide performing arts access to students at campuses where offerings are limited. This addresses the need for equitable access to enrichment opportunities and supports a well-rounded education. Providing this schoolwide ensures all students, regardless of site resources, can participate in the arts.	Performing Arts Course Catalog, Student Enrollment Counts
Goal 2 Action #2.25 Adoption of New Elective Courses	Student desire for broader elective choices and interest-based engagement	New elective courses will be developed based on student interest surveys and site needs. These courses aim to boost engagement, connect students to personal and career goals, and support social-emotional learning. Schoolwide	Elective Course Catalog, Student Enrollment Counts

		implementation ensures enrichment is accessible to all students, promoting equity in access to non-core academic experiences.	
Goal 2 Action #2.26 Independent Study Teacher Hires	Achievement gap and limited instructional continuity in full-time independent study settings	ECS will hire credentialed Independent Study teachers to directly support students in full-time independent study programs. This addresses the need for targeted support, academic consistency, and instructional quality in non-traditional settings. Offering this across the network ensures families opting for independent study receive equitable access to instruction and academic success.	CalSAAS Report, IS Student Data, Principal Dashboard
Goal 3 Action #3.1 Extracurricular Activities	The school has demonstrated a need for an increase in extracurricular activities across campuses. An equity gap in available extracurricular activities has been discovered through stakeholder surveys.	The increase in extracurricular activities for all locations will increase student engagement. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Stakeholder Survey Data
Goal 3 Action #3.2 Provide purposeful and meaningful supports for health and wellness for student success	The school stakeholder surveys have identified a need for additional health and wellness support and opportunities for students.	The increase in additional health and wellness support for students is designated schoolwide and for all students to further engage students in the school in a healthy and productive manner to further increase student success. Attendance rates for students need improvement and increasing health and wellness will assist. This is a necessity schoolwide for all students	Student Attendance Rates, CA School Dashboard Suspension Indicator, Discipline Data, Stakeholder Survey Data

		with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 3 Action #3.3 Improve school communication	The schoolwide need for improved school communication is an identified need as communicated from stakeholders.	The increase in school communication and its effectiveness is a schoolwide need for all students. This will lead to an increase in school activity participation and overall student culture. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Stakeholder Survey Data
Goal 3 Action #3.4 Increase opportunities for family and student engagement	As a hybrid school with multiple modes of instruction, the need for increased opportunities for family and student engagement is identified in stakeholder survey data.	Increasing opportunities for all students and families to participate and engage in school activities is a necessity for school culture across all school campuses. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Stakeholder Survey Data
Goal 3 Action #3.5 Shared resources for tiered re-engagement	The need to establish shared tiered re-engagement resources is a necessity to ensure all students at all locations have equitable support and interventions for re-engagement.	Establishing schoolwide tiered re-engagement resources is a need for all students. It will provide equitable resources for students and staff regardless of campus. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Internal Tiered Re-Engagement Data
Goal 3 Action #3.6	The need to identify housing status is critical to ensure appropriate support for	Ensuring students and families have access to available and appropriate resources is critical for student learning,	Home Survey

Implement home survey 2 times a year	students. As students and families lives change throughout the year, the implementation of multiple surveys allows for the discovery of student and family needs as associated with their status changes.	engagement, and overall wellness. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 3 Action #3.7 Attendance Tracking	As an independent study school, there is a need for attendance tracking amongst zoom instruction and in-person learning which is necessary to ensure maximum student participation and engagement.	The implementation of full attendance tracking for in person learning and zoom instruction. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	Attendance Reports
Goal 3 Action #3.8 Continue to improve PBIS implementation	The need to continuously refine and improve PBIS is a necessity as aligned with student behaviors and discipline data at all campuses.	The continuous refinement of PBIS schoolwide is needed for all students at all campuses to improve student behavior and decrease discipline. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Suspension Rate Indicator, Internal Intervention and Discipline Data, Reward program data, TFI
Goal 3 Action #3.9 Multi-Tiered Systems of Supports - Development	The school has demonstrated a need to fully develop tiered social and emotional support in a uniform manner.	The development of a common system of support for all students at each campus is necessary to ensure students are socially, emotionally, and behaviorally successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a	CA School Dashboard Suspension Rate Indicator, Stakeholder Surveys

		necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	
Goal 3 Action Goal 3 #3.10 Multi-Tiered Systems of Supports - Site Training	The school has demonstrated a need to fully develop tiered social and emotional support in a uniform manner to include training at the site level.	The training of a common system of support for all students at each campus is necessary to ensure students are socially, emotionally, and behaviorally successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Suspension Rate Indicator, Stakeholder Surveys
Goal 3 Action #3.11 Multi-Tiered Systems of Supports -Admin Training	The school has demonstrated a need to fully develop tiered social and emotional support in a uniform manner to include training at the site level with administration.	The training of a common system of support for all students at each campus is necessary to ensure students are socially, emotionally, and behaviorally successful. The development to include tiers of support is further necessary so that sites have the tools, resources, and procedures to provide equity for all students. This is a necessity schoolwide for all students with a primary dedicated focus on Foster Youth, English Learners, and Low-Income Students.	CA School Dashboard Suspension Rate Indicator, Stakeholder Surveys

Insert or delete rows, as necessary.

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
Goal 2 Action #2.2L Ensuring English Learner Academic Success	The English Learner subgroup is currently demonstrating an academic achievement equity gap as compared to the all-student group amongst the school.	Increasing and improving services for this student group is essential to close the achievement gap.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards
Goal 2 Action #2.4L Increased and improved services for unduplicated students	There is currently an academic achievement performance equity gap for the unduplicated student groups.	Increasing and improving services for this student group is essential to close the achievement gap.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards
Goal 2 Action #2.10L Staff Collaboration for English Learner Students	Additional collaboration and uniform goal setting and monitoring is necessary for English Learner students. The necessity arises due to the academic achievement equity gaps that currently exist.	Student data collaboration amongst the leadership team, teaching staff, and support staff is necessary routinely to ensure the academic achievement equity gap is being closed for English Learner students.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards

Goal 2 Action #2.11L Paraeducator Training	Paraeducator training is needed to ensure they are fully prepared, confident, and knowledgeable to assist students at risk. Their inclusion in the classroom makes them a vital asset to the learning environment.	Ensuring at risk and special population student groups to include foster youth, English Learners, and low-income students have Paraeducators trained in identifying needs and providing supports with the teaching staff in the classroom is essential to close the achievement gaps and ensure student needs are being provided for academically, socially, and emotionally.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards
Goal 2 Action #2.27L Independent Study Teacher Hires	ECS identified a need to hire additional Independent Study teachers to better support foster youth, English learners, and low-income students based upon ongoing academic and social emotional data.	Hiring additional IS teachers reduces caseloads, allowing for personalized support and flexible learning options. This ensures unduplicated students receive consistent academic attention, timely interventions, and improved access to instruction tailored to their needs.	CAASPP, STAR Reports, CA School Dashboard, Internal Principal Dashboards

Insert or delete rows, as necessary.

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.

Actions 2.2L, 2.4L, 2.10L, 2.11L, and 2.26L contribute to meeting the increased or improved services requirement through the Planned Percentage of Improved Services rather than direct LCFF expenditures. These actions are

implemented at sites with unduplicated student populations exceeding 55% and are designed to address identified academic and social-emotional gaps for foster youth, English learners, and low-income students.

Methodology: The contribution of these actions was determined based on the concentration of unduplicated students at the school sites served, the direct targeting of services to those student groups, and the anticipated impact on equity-related outcomes. Effectiveness is monitored through CAASPP, STAR, ELPAC, and internal dashboard data that track progress toward closing achievement and engagement gaps.

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.

Excelsior Charter Schools will strategically utilize the additional concentration grant add-on funding to increase staffing at school sites where more than 55% of the student population consists of foster youth, English learners, and low-income students. This targeted investment is grounded in the goal of providing equitable access to academic, behavioral, and socio-emotional supports for historically underserved student groups.

Key Staffing Initiatives

To meet the needs of these high-priority student populations, Excelsior has developed a comprehensive staffing plan that includes the following key components:

1. Expansion of Counseling and Mental Health Services

Excelsior has hired additional school counselors to increase student access to mental health and social-emotional services. These counselors are trained to provide:

Trauma-informed care

Crisis intervention

Individual and group counseling

Targeted supports for foster youth and low-income students

This effort will reduce counselor-to-student ratios and ensure more timely, personalized services for students navigating significant life challenges.

2. Increased Bilingual Staffing for English Learner Support

To better meet the needs of English learners and their families, Excelsior has recruited additional bilingual staff to serve as:

Language support personnel within classrooms

Cultural and linguistic liaisons for families

Facilitators of home-school communication and engagement

This initiative is designed to foster inclusive learning environments and enhance English learner outcomes through more consistent and culturally responsive support.

3. Health and Attendance Support Personnel

Recognizing the intersection of health, wellness, and academic performance, Excelsior is also allocating funds to train and compensate school staff tasked with:

Addressing chronic absenteeism

Promoting health education

Delivering student wellness and preventative care services

These roles are critical for breaking down non-academic barriers that disproportionately impact foster youth and low-income students.

4. Onboarding and Continuous Professional Development

To ensure new and existing staff are well-equipped to serve high-need populations, Excelsior will invest in structured onboarding and ongoing professional development. Training will include:

Culturally responsive instructional practices

Strategies for supporting English learners

Trauma-informed education

Engagement of families from diverse backgrounds

These investments will help build internal capacity and improve service delivery at sites with the highest concentration of underserved students.

This multi-pronged staffing strategy ensures that the additional concentration grant add-on funding is used directly to expand and strengthen the number and effectiveness of staff providing direct services to students in greatest need. Through increased access to counseling, bilingual support, wellness services, and well-trained educators, Excelsior Charter Schools is committed to creating equitable opportunities that support the academic and social-emotional success of foster youth, English learners, and low-income students.

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	Not Applicable	56.63:1
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	21.34:1

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 10,037,223.00	$ 10,585,582.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Attract quality educators (through analyzing competitive pay and benefits)	No	$ 147,838	$ 165,838
1	1.2	Safe Learning Environments	Yes	$ 254,500	$ 307,588
1	1.3	Internet Safety	No	$ 98,335	$ 97,253
1	1.4	District support for technology access and implementation	No	$ 119,981	$ 119,981
1	1.5	Strengthen relationships with credentialing/internship programs	Yes	$ 100,933	$ 99,887
1	1.6	Decrease Caseloads for Special Population Staff	No	$ 82,014	$ 187,588
1	1.7	Math Coach	No	$ 149,365	$ 154,885
1	1.8	ELA Coach	No	$ 156,091	$ 158,885
1	1.9	Wellness Opportunities for Employees	No	$ 87,486	$ 85,485
1	1.10	AI Committee	No	$ 58,337	$ 47,885
2	2.1	Weekly District Walkthroughs	No	$ 235,510	$ 195,874
2	2.2L	Ensuring English Learner Academic Success	Yes	$ 158,070	$ 178,558
2	2.3	Increasing services to support equity and access for college readiness	Yes	$ 363,359	$ 375,488
2	2.4L	Increased and improved services for unduplicated students	Yes	$ 481,114	$ 501,447
2	2.5	Providing and improving increased equity-driven Career Technical Education (CTE) programs	Yes	$ 76,942	$ 80,458
2	2.6	Increasing supplemental college readiness	Yes	$ 146,817	$ 174,874
2	2.7	Universal Screeners	Yes	$ 573,483	$ 573,483
2	2.8	VAPA for All Students	Yes	$ 229,392	$ 229,392
2	2.9	Dual Enrollment Audits and Improvement	Yes	$ 611,714	$ 611,714
2	2.10L	Staff Collaboration for English Learners	Yes	$ 245,604	$ 245,666
2	2.11L	Paraeducator Training	Yes	$ 109,191	$ 98,554
2	2.12	CAASPP Test Preparation	Yes	$ 302,661	$ 358,998
2	2.13	Counselor Frequent Transcript Audits	Yes	$ 240,863	$ 240,863
2	2.14	Professional Learning – Teacher TEAMs	Yes	$ 126,672	$ 125,445
2	2.15	Professional Learning – Leadership &	Yes	$ 267,625	$ 285,744
2	2.16	Professional Learning - Classified Staff	Yes	$ 103,252	$ 100,111
2	2.17	Additional Program Implementation and	Yes	$ 198,773	$ 215,875
2	2.18	Implementation of Freckle for ELA and Math	Yes	$ 235,233	$ 258,478
2	2.19	Campus-wide Adoption of Accelerated	Yes	$ 143,889	$ 143,889
2	2.20	Goalbook Integration to Support Inclusive	Yes	$ 225,332	$ 254,447
2	2.21	Expansion of College Awareness and	Yes	$ 134,401	$ 124,555
2	2.22	Internship Opportunities for Seniors	No	$ 39,557	$ 35,478
2	2.23	Site-Based CTE Pathway Expansion	No	$ 58,312	$ 67,887
2	2.24	Expansion of Performing Arts Access	No	$ 78,288	$ 85,457
2	2.25	Adoption of New Elective Courses	No	$ 138,387	$ 140,578
2	2.26	Independent Study Teacher Hires	No	$ 437,822	$ 437,822
2	2.27L	Independent Study Teacher Hires	Yes	$ 1,125,829	$ 1,125,829
2	3.1	Co-Curricular and Extracurricular Activities	Yes	$ 53,525	$ 65,445
2	3.2	Provide purposeful and meaningful supports	Yes	$ 142,224	$ 142,224
3	3.3	Improve school communication	Yes	$ 47,031	$ 40,225
3	3.4	Increase opportunities for family and student	Yes	$ 157,823	$ 185,882
3	3.5	Shared resources for tiered re-engagement	Yes	$ 309,222	$ 287,455
3	3.6	Implement home survey 2 times a year	No	$ 29,984	$ 29,984
3	3.7	Attendance Tracking	Yes	$ 169,749	$ 169,749
3	3.8	Continue to improve PBIS implementation	Yes	$ 168,223	$ 276,144
3	3.9	Multi-Tiered Systems of Supports -	Yes	$ 266,098	$ 302,558
3	3.1	Multi-Tiered Systems of Supports - Site	Yes	$ 185,043	$ 245,778
3	3.11	Multi-Tiered Systems of Supports -Admin	Yes	$ 165,329	$ 147,899

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 7,351,347	$ 8,119,916	$ 8,574,702	$ (454,786)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Attract quality educators (through analyzing competitive pay and benefits)	No	$ -	$ -	0.000%	0.000%
1	1.2	Safe Learning Environments	Yes	$ 254,500	$ 307,588.00	0.000%	0.000%
1	1.3	Internet Safety	No	$ -	$ -	0.000%	0.000%
1	1.4	District support for technology access and implementation	No	$ -	$ -	0.000%	0.000%
1	1.5	Strengthen relationships with credentialing/internship programs	Yes	$ 100,933	$ 99,887.00	0.000%	0.000%
1	1.6	Decrease Caseloads for Special Population Staff	No	$ -	$ -	0.000%	0.000%
1	1.7	Math Coach	No	$ -	$ -	0.000%	0.000%
1	1.8	ELA Coach	No	$ -	$ -	0.000%	0.000%
1	1.9	Wellness Opportunities for Employees	No	$ -	$ -	0.000%	0.000%
1	1.10	AI Committee	No	$ -	$ -	0.000%	0.000%
2	2.1	Weekly District Walkthroughs	No	$ -	$ -	0.000%	0.000%
2	2.2L	Ensuring English Learner Academic Success	Yes	$ 158,070	$ 178,558.00	0.000%	0.000%
2	2.3	Increasing services to support equity and access for college readiness	Yes	$ 363,359	$ 375,488.00	0.000%	0.000%
2	2.4L	Increased and improved services for unduplicated students	Yes	$ 481,114	$ 501,447.00	0.000%	0.000%
2	2.5	Providing and improving increased equity-driven Career Technical Education (CTE) programs	Yes	$ 76,942	$ 80,458.00	0.000%	0.000%
2	2.6	Increasing supplemental college readiness	Yes	$ 146,817	$ 174,874.00	0.000%	0.000%
2	2.7	Universal Screeners	Yes	$ 573,483	$ 573,483.00	0.000%	0.000%
2	2.8	VAPA for All Students	Yes	$ 229,392	$ 229,392.00	0.000%	0.000%
2	2.9	Dual Enrollment Audits and Improvement	Yes	$ 611,714	$ 611,714.00	0.000%	0.000%
2	2.10L	Staff Collaboration for English Learners	Yes	$ 245,604	$ 245,666.00	0.000%	0.000%
2	2.11L	Paraeducator Training	Yes	$ 109,191	$ 98,554.00	0.000%	0.000%
2	2.12	CAASPP Test Preparation	Yes	$ 302,661	$ 358,998.00	0.000%	0.000%
2	2.13	Counselor Frequent Transcript Audits	Yes	$ 240,863	$ 240,863.00	0.000%	0.000%
2	2.14	Professional Learning – Teacher TEAMs Meetings	Yes	$ 126,672	$ 125,445.00	0.000%	0.000%
2	2.15	Professional Learning – Leadership & Principals	Yes	$ 267,625	$ 285,744.00	0.000%	0.000%
2	2.16	Professional Learning - Classified Staff	Yes	$ 103,252	$ 100,111.00	0.000%	0.000%
2	2.17	Additional Program Implementation and	Yes	$ 198,773	$ 215,875.00	0.000%	0.000%
2	2.18	Implementation of Freckle for ELA and Math	Yes	$ 235,233	$ 258,478.00	0.000%	0.000%
2	2.19	Campus-wide Adoption of Accelerated Reader	Yes	$ 143,889	$ 143,889.00	0.000%	0.000%
2	2.20	Goalbook Integration to Support Inclusive	Yes	$ 225,332	$ 254,447.00	0.000%	0.000%
2	2.21	Expansion of College Awareness and Readiness	Yes	$ 134,401	$ 124,555.00	0.000%	0.000%
2	2.22	Internship Opportunities for Seniors	No	$ -	$ -	0.000%	0.000%
2	2.23	Site-Based CTE Pathway Expansion	No	$ -	$ -	0.000%	0.000%
2	2.24	Expansion of Performing Arts Access	No	$ -	$ -	0.000%	0.000%
2	2.25	Adoption of New Elective Courses	No	$ -	$ -	0.000%	0.000%
2	2.26	Independent Study Teacher Hires	No	$ -	$ -	0.000%	0.000%
2	2.27L	Independent Study Teacher Hires	Yes	$ 1,125,829	$ 1,125,829.00	0.000%	0.000%
2	3.1	Co-Curricular and Extracurricular Activities	Yes	$ 53,525	$ 65,445.00	0.000%	0.000%
2	3.2	Provide purposeful and meaningful supports for	Yes	$ 142,224	$ 142,224.00	0.000%	0.000%
3	3.3	Improve school communication	Yes	$ 47,031	$ 40,225.00	0.000%	0.000%
3	3.4	Increase opportunities for family and student	Yes	$ 157,823	$ 185,882.00	0.000%	0.000%
3	3.5	Shared resources for tiered re-engagement	Yes	$ 309,222	$ 287,455.00	0.000%	0.000%
3	3.6	Implement home survey 2 times a year	No	$ -	$ -	0.000%	0.000%
3	3.7	Attendance Tracking	Yes	$ 169,749	$ 169,749.00	0.000%	0.000%
3	3.8	Continue to improve PBIS implementation	Yes	$ 168,223	$ 276,144.00	0.000%	0.000%
3	3.9	Multi-Tiered Systems of Supports -Development	Yes	$ 266,098	$ 302,558.00	0.000%	0.000%
3	3.1	Multi-Tiered Systems of Supports - Site Training	Yes	$ 185,043	$ 245,778.00	0.000%	0.000%
3	3.11	Multi-Tiered Systems of Supports -Admin Training	Yes	$ 165,329	$ 147,899.00	0.000%	0.000%

2025-2026 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)
$ 35,222,172	$ 7,351,347	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 30,280,445	$ 8,887,766	29.352%	0.000%	29.352%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 12,547,433	$ -	$ -	$ -	$ 12,547,433.00	$ 11,606,345	$ 941,088

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Attract quality educators (through analyzing competitive pay and benefits)	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 318,522	$ 2,100	$ 320,622	$ -	$ -	$ -	$ 320,622	0.000%
1	1.2	Safe Learning Environments	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 245,885	$ 149,115	$ 395,000	$ -	$ -	$ -	$ 395,000	0.000%
1	1.3	Internet Safety	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 98,558	$ 13,830	$ 112,388	$ -	$ -	$ -	$ 112,388	0.000%
1	1.4	District support for technology access and implementation	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 113,885	$ 10,000	$ 123,885	$ -	$ -	$ -	$ 123,885	0.000%
1	1.5	Strengthen relationships with credentialing/internship programs	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 90,745	$ 5,000	$ 95,745	$ -	$ -	$ -	$ 95,745	0.000%
1	1.6	Decrease Caseloads for Special Population Staff	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 365,858	$ 20,000	$ 385,858	$ -	$ -	$ -	$ 385,858	0.000%
1	1.7	Math Coach	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 164,904	$ -	$ 164,904	$ -	$ -	$ -	$ 164,904	0.000%
1	1.8	ELA Coach	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 157,416	$ -	$ 157,416	$ -	$ -	$ -	$ 157,416	0.000%
1	1.9	Wellness Opportunities for Employees	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 154,905	$ 10,000	$ 164,905	$ -	$ -	$ -	$ 164,905	0.000%
1	1.10	AI Committee	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 30,755	$ 3,000	$ 33,755	$ -	$ -	$ -	$ 33,755	0.000%
2	2.1	Weekly District Walkthroughs	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 185,331	$ -	$ 185,331	$ -	$ -	$ -	$ 185,331	0.000%
2	2.2L	Ensuring English Learner Academic Success	EL	Yes	Limited	All	District Wide	Ongoing	$ 155,095	$ 5,000	$ 160,095	$ -	$ -	$ -	$ 160,095	0.000%
2	2.3	Increasing services to support equity and access for college readiness	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 370,382	$ 32,000	$ 402,382	$ -	$ -	$ -	$ 402,382	0.000%
2	2.4	Increased and improved services for unduplicated students	AT RISK	Yes	LEA-wide	All	District Wide	Ongoing	$ 585,765	$ 18,000	$ 603,765	$ -	$ -	$ -	$ 603,765	0.000%
2	2.5	Providing and improving increased equity-driven Career Technical Education (CTE) programs	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 82,763	$ 30,000	$ 112,763	$ -	$ -	$ -	$ 112,763	0.000%
2	2.6	Increasing supplemental college readiness activities for student success	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 140,995	$ 10,000	$ 150,995	$ -	$ -	$ -	$ 150,995	0.000%
2	2.7	Universal Screeners	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 703,321	$ 40,000	$ 743,321	$ -	$ -	$ -	$ 743,321	0.000%
2	2.8	VAPA for All Students	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 164,324	$ 13,000	$ 177,324	$ -	$ -	$ -	$ 177,324	0.000%
2	2.9	Dual Enrollment Audits and Improvement	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 723,380	$ 20,000	$ 743,380	$ -	$ -	$ -	$ 743,380	0.000%
2	2.10L	Staff Collaboration for English Learners	EL	Yes	Limited	All	District Wide	Ongoing	$ 255,441	$ 20,000	$ 275,441	$ -	$ -	$ -	$ 275,441	0.000%
2	2.11L	Paraeducator Training	AT RISK	Yes	Limited		District Wide	Ongoing	$ 120,324	$ 12,000	$ 132,324	$ -	$ -	$ -	$ 132,324	0.000%
2	2.12	CAASPP Test Preparation	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 395,889	$ 40,109	$ 435,998	$ -	$ -	$ -	$ 435,998	0.000%
2	2.13	Counselor Frequent Transcript Audits	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 302,376	$ 10,000	$ 312,376	$ -	$ -	$ -	$ 312,376	0.000%
2	2.14	Professional Learning – Teacher TEAMs Meetings	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 121,367	$ -	$ 121,367	$ -	$ -	$ -	$ 121,367	0.000%
2	2.15	Professional Learning – Leadership & Principals	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 282,657	$ 20,000	$ 302,657	$ -	$ -	$ -	$ 302,657	0.000%
2	2.16	Professional Learning - Classified Staff	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 90,443	$ 8,000	$ 98,443	$ -	$ -	$ -	$ 98,443	0.000%
2	2.17	Additional Program Implementation and Expansion	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 301,111	$ 20,000	$ 321,111	$ -	$ -	$ -	$ 321,111	0.000%
2	2.18	Implementation of Freckle for ELA and Math	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 200,389	$ 53,000	$ 253,389	$ -	$ -	$ -	$ 253,389	0.000%
2	2.19	Campus-wide Adoption of Accelerated Reader	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 181,377	$ 30,000	$ 211,377	$ -	$ -	$ -	$ 211,377	0.000%
2	2.20	Goalbook Integration to Support Inclusive Instruction	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 325,355	$ 51,000	$ 376,355	$ -	$ -	$ -	$ 376,355	0.000%
2	2.21	Expansion of College Awareness and Readiness Events	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 181,767	$ 30,000	$ 211,767	$ -	$ -	$ -	$ 211,767	0.000%
2	2.22	Internship Opportunities for Seniors	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 40,211	$ 3,000	$ 43,211	$ -	$ -	$ -	$ 43,211	0.000%
2	2.23	Site-Based CTE Pathway Expansion	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 48,228	$ 15,000	$ 63,228	$ -	$ -	$ -	$ 63,228	0.000%
2	2.24	Expansion of Performing Arts Access	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 59,333	$ 30,000	$ 89,333	$ -	$ -	$ -	$ 89,333	0.000%
2	2.25	Adoption of New Elective Courses	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 124,998	$ 30,000	$ 154,998	$ -	$ -	$ -	$ 154,998	0.000%
2	2.26	Independent Study Teacher Hires	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 362,678	$ -	$ 362,678	$ -	$ -	$ -	$ 362,678	0.000%
2	2.27L	Independent Study Teacher Hires	AT RISK	Yes	Limited	All	District Wide	Ongoing	$ 1,285,859	$ -	$ 1,285,859	$ -	$ -	$ -	$ 1,285,859	0.000%
2	2.28	Additional Instructional Coach Hire	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 144,450	$ -	$ 144,450	$ -	$ -	$ -	$ 144,450	0.000%
2	2.29	Purchase of MyOn digital library	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ -	$ 46,934	$ 46,934	$ -	$ -	$ -	$ 46,934	0.000%
3	3.1	Co-Curricular and Extracurricular Activities	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 56,733	$ 5,000	$ 61,733	$ -	$ -	$ -	$ 61,733	0.000%
3	3.2	Provide purposeful and meaningful supports for health and wellness for student success	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 105,887	$ 28,000	$ 133,887	$ -	$ -	$ -	$ 133,887	0.000%
3	3.3	Improve school communication	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 46,878	$ 6,000	$ 52,878	$ -	$ -	$ -	$ 52,878	0.000%
3	3.4	Increase opportunities for family and student engagement	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 157,388	$ 30,000	$ 187,388	$ -	$ -	$ -	$ 187,388	0.000%
3	3.5	Shared resources for tiered re-engagement	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 475,435	$ 13,000	$ 488,435	$ -	$ -	$ -	$ 488,435	0.000%
3	3.6	Implement home survey 2 times a year	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 22,677	$ 10,000	$ 32,677	$ -	$ -	$ -	$ 32,677	0.000%
3	3.7	Attendance Tracking	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 167,114	$ 20,000	$ 187,114	$ -	$ -	$ -	$ 187,114	0.000%
3	3.8	Continue to improve PBIS implementation	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 190,433	$ 15,000	$ 205,433	$ -	$ -	$ -	$ 205,433	0.000%
3	3.9	Multi-Tiered Systems of Supports -Development	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 370,867	$ 8,000	$ 378,867	$ -	$ -	$ -	$ 378,867	0.000%
3	3.10	Multi-Tiered Systems of Supports - Site Training	ALL	Yes	LEA-wide	All	District Wide	Ongoing	$ 200,559	$ 3,000	$ 203,559	$ -	$ -	$ -	$ 203,559	0.000%
3	3.11	Multi-Tiered Systems of Supports -Admin Training	ALL	No	LEA-wide	All	District Wide	Ongoing	$ 135,332	$ 3,000	$ 138,332	$ -	$ -	$ -	$ 138,332	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)
$ 30,280,445	$ 8,887,766	29.352%	0.000%	29.352%	$ 10,445,650	0.000%	34.496%

Totals by Type	Total LCFF Funds
Total:	$ 10,445,650
LEA-wide Total:	$ 8,591,931
Limited Total:	$ 1,853,719
Schoolwide Total:	$ -

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	1.1	Attract quality educators (through analyzing competitive pay and be	Yes	LEA-wide	All	District Wide	$ 320,622	0.000%
1	1.2	Safe Learning Environments	No	LEA-wide		District Wide	$ -	0.000%
1	1.3	Internet Safety	No	LEA-wide		District Wide	$ -	0.000%
1	1.4	District support for technology access and implementation	Yes	LEA-wide	All	District Wide	$ 123,885	0.000%
1	1.5	Strengthen relationships with credentialing/internship programs	No	LEA-wide		District Wide	$ -	0.000%
1	1.6	Decrease Caseloads for Special Population Staff	Yes	LEA-wide	All	District Wide	$ 385,858	0.000%
1	1.7	Math Coach	Yes	LEA-wide	All	District Wide	$ 164,904	0.000%
1	1.8	ELA Coach	Yes	LEA-wide	All	District Wide	$ 157,416	0.000%
1	1.9	Wellness Opportunities for Employees	No	LEA-wide		District Wide	$ -	0.000%
1	1.10	AI Committee	No	LEA-wide		District Wide	$ -	0.000%
2	2.1	Weekly District Walkthroughs	No	LEA-wide		District Wide	$ -	0.000%
2	2.2L	Ensuring English Learner Academic Success	Yes	Limited	All	District Wide	$ 160,095	0.000%
2	2.3	Increasing services to support equity and access for college readin	Yes	LEA-wide	All	District Wide	$ 402,382	0.000%
2	2.4	Increased and improved services for unduplicated students	Yes	LEA-wide	All	District Wide	$ 603,765	0.000%
2	2.5	Providing and improving increased equity-driven Career Technical	Yes	LEA-wide	All	District Wide	$ 112,763	0.000%
2	2.6	Increasing supplemental college readiness activities for student su	Yes	LEA-wide	All	District Wide	$ 150,995	0.000%
2	2.7	Universal Screeners	Yes	LEA-wide	All	District Wide	$ 743,321	0.000%
2	2.8	VAPA for All Students	No	LEA-wide		District Wide	$ -	0.000%
2	2.9	Dual Enrollment Audits and Improvement	Yes	LEA-wide	All	District Wide	$ 743,380	0.000%
2	2.10L	Staff Collaboration for English Learners	Yes	Limited	All	District Wide	$ 275,441	0.000%
2	2.11L	Paraeducator Training	Yes	Limited	0	District Wide	$ 132,324	0.000%
2	2.12	CAASPP Test Preparation	Yes	LEA-wide	All	District Wide	$ 435,998	0.000%
2	2.13	Counselor Frequent Transcript Audits	Yes	LEA-wide	All	District Wide	$ 312,376	0.000%
2	2.14	Professional Learning – Teacher TEAMs Meetings	Yes	LEA-wide	All	District Wide	$ 121,367	0.000%
2	2.15	Professional Learning – Leadership & Principals	Yes	LEA-wide	All	District Wide	$ 302,657	0.000%
2	2.16	Professional Learning - Classified Staff	Yes	LEA-wide	All	District Wide	$ 98,443	0.000%
2	2.17	Additional Program Implementation and Expansion	Yes	LEA-wide	All	District Wide	$ 321,111	0.000%
2	2.18	Implementation of Freckle for ELA and Math	Yes	LEA-wide	All	District Wide	$ 253,389	0.000%
2	2.19	Campus-wide Adoption of Accelerated Reader	Yes	LEA-wide	All	District Wide	$ 211,377	0.000%
2	2.20	Goalbook Integration to Support Inclusive Instruction	Yes	LEA-wide	All	District Wide	$ 376,355	0.000%
2	2.21	Expansion of College Awareness and Readiness Events	Yes	LEA-wide	All	District Wide	$ 211,767	0.000%
2	2.22	Internship Opportunities for Seniors	No	LEA-wide		District Wide	$ -	0.000%
2	2.23	Site-Based CTE Pathway Expansion	No	LEA-wide		District Wide	$ -	0.000%
2	2.24	Expansion of Performing Arts Access	No	LEA-wide		District Wide	$ -	0.000%
2	2.25	Adoption of New Elective Courses	No	LEA-wide		District Wide	$ -	0.000%
2	2.26	Independent Study Teacher Hires	No	LEA-wide		District Wide	$ -	0.000%
2	2.27L	Independent Study Teacher Hires	Yes	Limited	All	District Wide	$ 1,285,859	0.000%
2	2.28	Additional Instructional Coach Hire	Yes	LEA-wide	All	District Wide	$ 144,450	0.000%
2	2.29	Purchase of MyOn digital library	Yes	LEA-wide	All	District Wide	$ 46,934	0.000%
3	3.1	Co-Curricular and Extracurricular Activities	Yes	LEA-wide	All	District Wide	$ 61,733	0.000%
3	3.2	Provide purposeful and meaningful supports for health and wellnes	Yes	LEA-wide	All	District Wide	$ 133,887	0.000%
3	3.3	Improve school communication	No	LEA-wide		District Wide	$ -	0.000%
3	3.4	Increase opportunities for family and student engagement	Yes	LEA-wide	All	District Wide	$ 187,388	0.000%
3	3.5	Shared resources for tiered re-engagement	Yes	LEA-wide	All	District Wide	$ 488,435	0.000%
3	3.6	Implement home survey 2 times a year	No	LEA-wide		District Wide	$ -	0.000%
3	3.7	Attendance Tracking	Yes	LEA-wide	All	District Wide	$ 187,114	0.000%
3	3.8	Continue to improve PBIS implementation	Yes	LEA-wide	All	District Wide	$ 205,433	0.000%
3	3.9	Multi-Tiered Systems of Supports -Development	Yes	LEA-wide	All	District Wide	$ 378,867	0.000%
3	3.10	Multi-Tiered Systems of Supports - Site Training	Yes	LEA-wide	All	District Wide	$ 203,559	0.000%
3	3.11	Multi-Tiered Systems of Supports -Admin Training	No	LEA-wide		District Wide	$ -	0.000%

Local Control and Accountability Plan and Annual Update Template Instructions

Plan Summary | Engaging Educational Partners | Goals and Actions | Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students | Action Tables

Introduction and Instructions

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

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

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

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

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

the LCFF statutes and regulations, most notably:

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11])

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

cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and

reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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.

Chater 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 *EC* 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, *EC* Section 52068 (California Legislative Information); and

- For charter schools, see *EC* 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 *EC* 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 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 (DOCX) 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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

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

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.

        - ♣ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - ♣ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - o 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.

    - o 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.

    - o 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.

Enter information in this box when completing the LCAP	Enter information in this box when completing the LCAP	Enter information in this box when completing the LCAP for **2025–26**.	Enter information in this box when completing the LCAP for **2026–27**.	Enter information in this box when completing the LCAP for **2024–25** or	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**.

for **2024–25** or when adding a new metric.	for **2024–25** or when adding a new metric.	Leave blank until then.	Leave blank until then.	when adding a new metric.	Leave blank until then.

Goal Analysis

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    - Include a discussion of relevant challenges and successes experienced with the implementation process.

    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
  - The reasons for the ineffectiveness, and
  - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

the effectiveness of the action and its budgeted expenditures.

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

Total Funds

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

Contributing

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

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

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

Required Actions

For English Learners and Long-Term English Learners

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

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

- Professional development for teachers.

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest

performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an

LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the

identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved

services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- 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 the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data

Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of 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).

Questions: Local Agency Systems Support Office | LCFF@cde.ca.gov

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