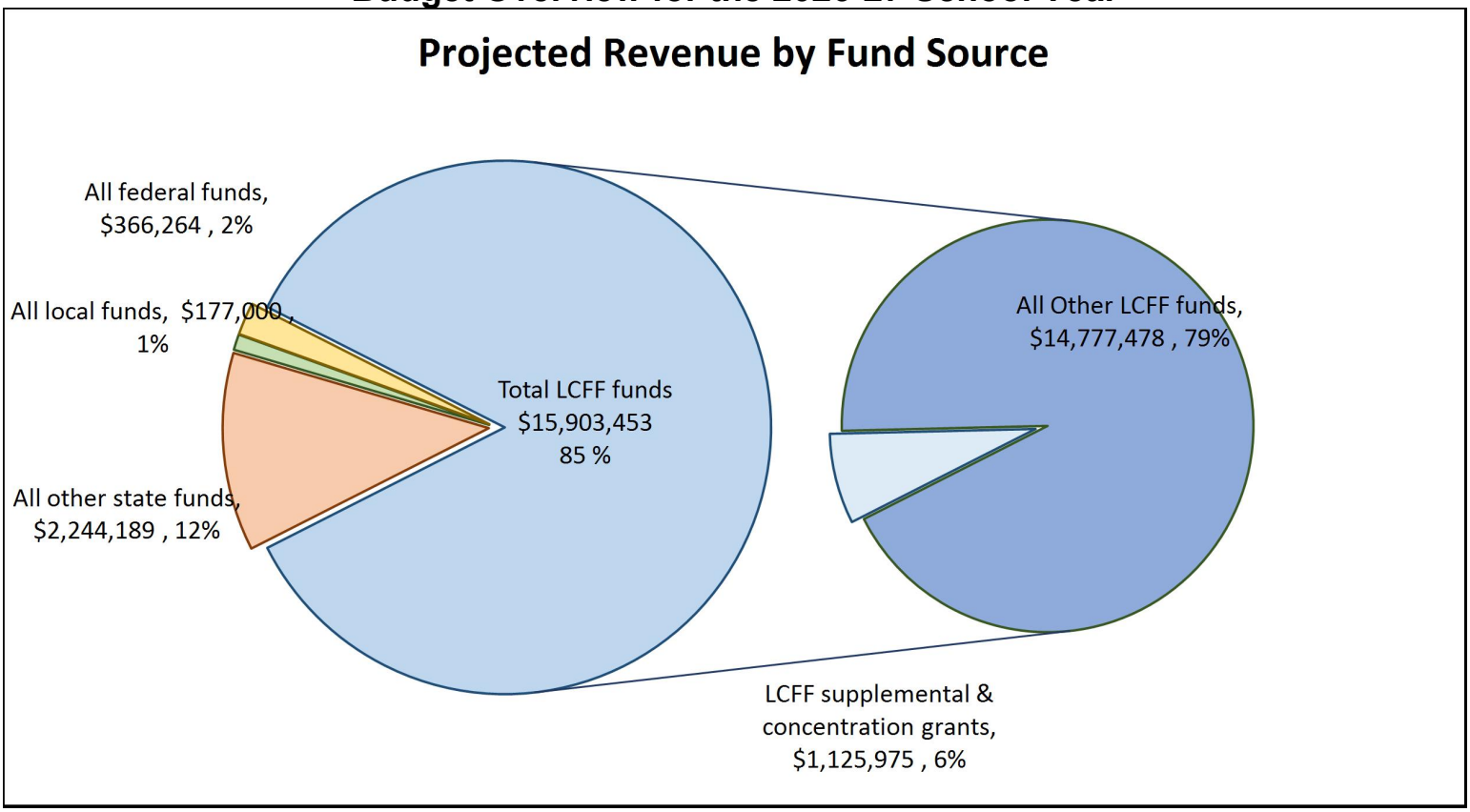
LCFF Budget Overview for Parents

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

(949) 412-3122

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

Budget Overview for the 2026-27 School Year

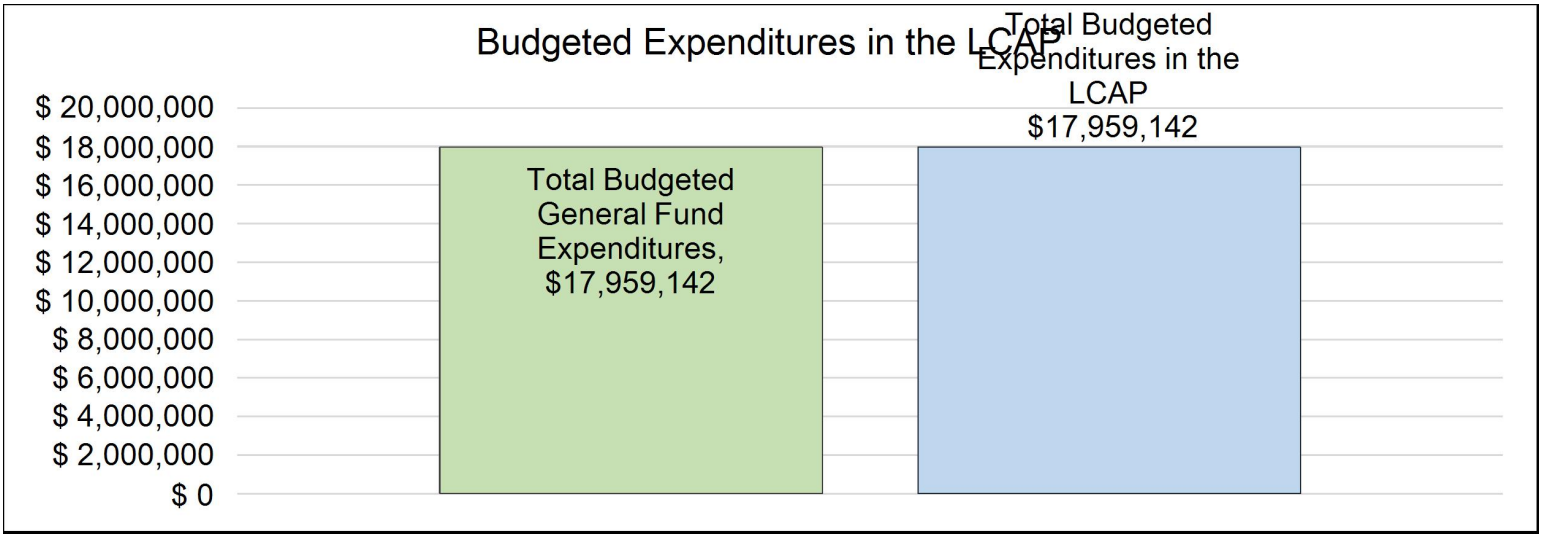


This chart shows the total general purpose revenue Excel Academy Charter School - Warner expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Excel Academy Charter School - Warner is $18,690,906, of which $15,903,453 is Local Control Funding Formula (LCFF), $2,244,189 is other state funds, $177,000 is local funds, and $366,264 is federal funds. Of the $15,903,453 in LCFF Funds, $1,125,975 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

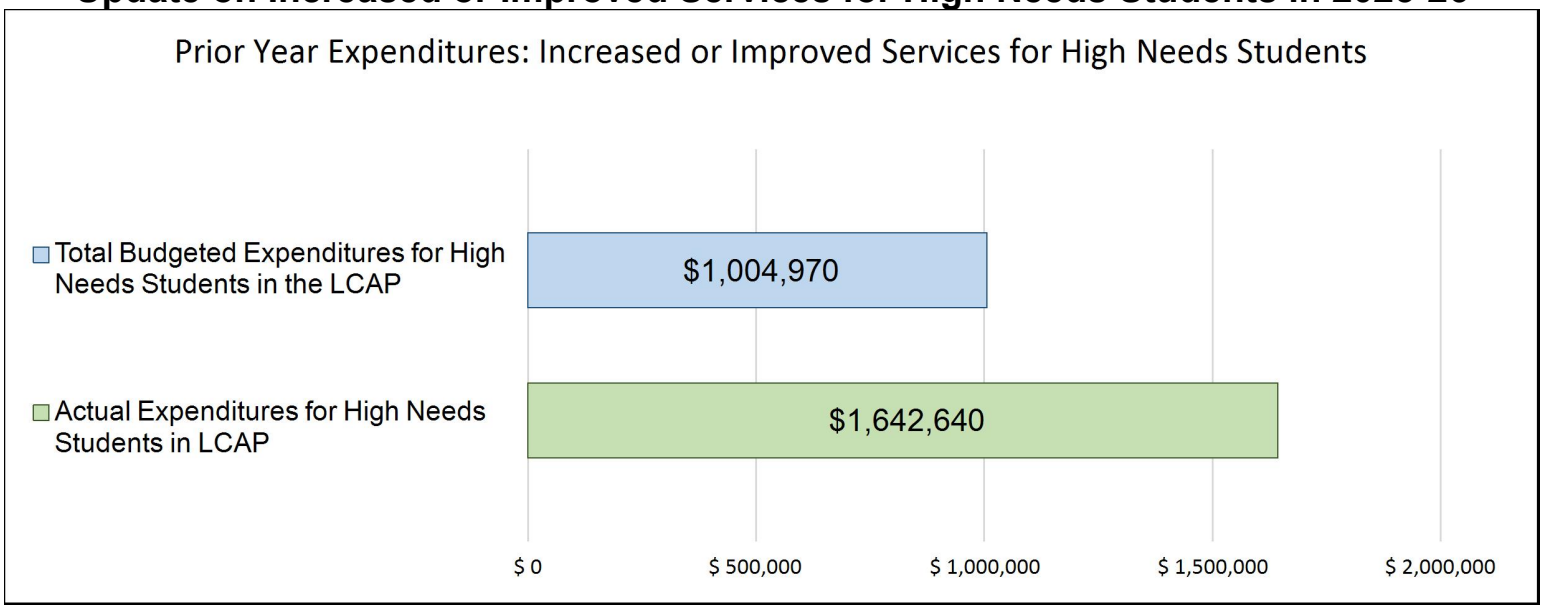
The text description of the above chart is as follows: Excel Academy Charter School - Warner plans to spend $17,959,142 for the 2026-27 school year. Of that amount, $17,959,142 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included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

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

In 2026-27, Excel Academy Charter School - Warner is projecting it will receive $1,125,975 based on the enrollment of foster youth, English learner, and low-income students. Excel Academy Charter School - Warner must describe how it intends to increase or improve services for high needs students in the LCAP. Excel Academy Charter School - Warner plans to spend $1,263,708 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Excel Academy Charter School - Warner's LCAP budgeted $1,004,970 for planned actions to increase or improve services for high needs students. Excel Academy Charter School - Warner actually spent $$1,642,640.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

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

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

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

Students enrolled in this school reside in urban, suburban, and rural areas throughout Orange, Riverside, and San Diego Counties. Excel Academy serves a diverse community of students and parents due to the nature of independent study. For the 2024-2025 school year, Excel Academy Charter School - Warner reported an enrollment of 1163 students.

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

9.3% Two or More Races

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

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

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

Reflections: Annual Performance

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

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

1) Local and State Assessment Data

A) 2025 CA Dashboard Results:

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

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

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

CAASPP Data:
The 2024-2025 CAASPP data showed that EACS' participation rate exceeded state requirements, and EACS students continue to exceed county and state percentages in ELA and math. There is a significant and positive impact of contiguous enrollment with the average distance from standard for students who have been enrolled with Excel Academy for 3+ years are nearly 28 points higher in ELA and 28 points higher in math compared to those who enrolled in their first year.
64% of students met or exceeded standards in ELA. There is a 3.5% increase from the 2023-2024 test scores.
58% of students met or exceeded standards in math. There is a 6.3% increase from the 2023-2024 test scores.
In comparison to 42 charter schools with similar demographics and enrollment, EACS ranked 6th overall in ELA and 3rd overall in math.

EACS attributes the progress and success our students are showing on the state assessments to the consistent communication and collaboration between the staff with the teachers, teachers with the parents and students, and the implementation of interventions and resources that specifically meet the individual needs of each student. Our students are assessed throughout the year, so teachers can make adjustments to their students' plan of instruction. Students are also provided with test prep packets and teacher-led virtual sessions to help prepare them for the assessments.

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

As a California Distinguished School, Excel Academy continues to focus on closing the achievement gap and obtaining exceptional student performance by providing equity-based instruction and a broad course of study. The i-Ready diagnostic benchmark assessments, EACS' local assessment, were administered to measure student progress in the fall, winter, and spring during the 2025-2026 school year. Based on an analysis of the i-Ready fall and spring scores in ELA and Math, EACS demonstrated success in decreasing the percentages of students in tiers 2 & 3 (one or more grade levels below the current grade level). 78% of students are at or above grade level in ELA with a 17% increase in students meeting or exceeding standards from the fall and 1% year over year growth. In math, 71% of students are meeting or exceeding standards with a significant 23% growth from the fall and 1% year over year growth.

Placement by Student Groups:

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

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

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

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

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

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

Needs Assessment:

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

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

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

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

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

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

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

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

2) Educational Partnerships - Survey Results:

A) Annual Survey - Parents/Guardians

Excel Academy Charter School (EACS) is committed to fostering strong, collaborative educational partnerships among parents, students, staff, and the broader learning community. Through transparent communication, in-person and virtual learning period meetings, shared decision making, and consistent collaboration, EACS ensures that all educational partners have a voice in shaping school-wide growth and student success. EACS values educational partner input to reflect on overall progress, celebrate successes, and identify opportunities for continuous program improvement. Partnerships are foundational to driving instruction, achieving school-wide goals, and enhancing student

learner outcomes. Building strong connections with students and parents leads to increased student engagement, learning, and achievement. At the heart of EACS is a dedicated team of educators who ensure consistent, responsive, and respectful communication between all educational partners. The number one priority at EACS is supporting the academic, social, and emotional success of each individual student. Through robust systems of support, personalized learning, and data-driven instruction, each student is empowered to meet or exceed grade-level expectations.

Based on the input survey results, parents and students agree that EACS is dedicated to providing an education that denotes excellence. EACS had 389 more responses this year than in 2025.

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

97% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals.
99% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.
95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals.
95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students.
99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.
97% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.

Meaning: Overall high satisfaction rate with the school program.

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

B) Annual Survey - Students

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

99% of survey respondents agree that their teacher is available to speak with them when they need guidance.
93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress.
89% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time.

100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.
97% of survey respondents feel the school does a good job communicating through all forms of communication.

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

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

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

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

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

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

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

D) Intervention Student Survey Results
Intervention program survey results reflect universally positive perceptions of program effectiveness and instructional quality:
100% of survey respondents agree that they are satisfied with teacher communications.
100% of survey respondents agree that students are receiving quality instruction.
100% of survey respondents feel that the provided classes have given their students a sense of belonging.

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

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

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

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

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

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

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

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

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

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

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

3) Educational Partnership Engagement:

Excel Academy offered a plethora of opportunities to build student engagement and peer connections through: monthly Outdoor Classroom days where students collaborated on hands-on experiments tied to content standards, themed community events, virtual learning lessons across all core subjects, increased daily drop-in class offerings: art, Social Emotional Learning Lessons led by credentialed teachers to connect with peers and to learn important life skills, homework help, teen talk, yoga, and read alouds, elementary homerooms to ignite a sense of belonging within each grade level, and field trips. In addition, students had access to participate in: Care Solace surveys to better support mental health, the annual spelling bee and science fair, and the student council and leadership programs. The GATE (Gifted and Talented Education) Program is thriving with students in grades 3-8 participating in engaging, project-based STEM activities throughout the school year. EACS offered GATE testing using the CogAT8 assessments.

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

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

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

4) Learning Recovery Emergency Block Grant (LREBG) Funds

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

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

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable to Excel Academy Charter School - Warner

Support for Identified Schools

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

Not Applicable to Excel Academy Charter School - Warner

Monitoring and Evaluating Effectiveness

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

Not Applicable to Excel Academy Charter School - Warner

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and increase the Distance From Standard (DFS) by two points as reflected on the CA Dashboard.	A baseline will be developed from 2023-2024 ELA CAASPP data. 61% met or exceeded standards 21% nearly met standards 18% not met standards	A baseline will be developed from 2023-2024 ELA CAASPP data. 61% met or exceeded standards 21% nearly met standards	2024-2025 CAASPP Overall ELA Scores 64% met or exceeded standards 21% standards nearly met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state	+3 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			18% not met standards	15% standards not met	and county test score percentages.	
1.2	CAASPP Math Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and increase the Distance From Standard (DFS) by two points as reflected on the CA Dashboard.	A baseline will be developed from 2023-2024 math CAASPP data. 52% met or exceeded standards 24% nearly met standards 24% not met standards	A baseline will be developed from 2023-2024 math CAASPP data. 52% met or exceeded standards 24% nearly met standards 24% not met standards	2024-2025 CAASPP Overall Math Scores 58% met or exceeded standards 23% standards nearly met 19% standards not met	Increase the number of students that have met or exceeded grade level proficiency by 2% each year, and continue to surpass both state and county test score percentages.	+6% point increase
1.3	i-Ready ELA Increase the number of students that have met or exceeded grade level proficiency from fall to spring by 2% each year.	2025 i-Ready ELA Spring Scores ALL Tier 1: 77% Tier 2: 14% Tier 3: 9% English Learners Tier 1: 52% Tier 2: 29% Tier 3: 19% Economically Disadvantaged Tier 1: 69% Tier 2: 16% Tier 3: 13% Students w/ IEPs Tier 1: 40% Tier 2: 16% Tier 3: 44%	2025 i-Ready ELA Spring Scores ALL Tier 1: 77% Tier 2: 14% Tier 3: 9% English Learners Tier 1: 52% Tier 2: 29% Tier 3: 19% Economically Disadvantaged Tier 1: 69% Tier 2: 16% Tier 3: 13% Students w/ IEPs Tier 1: 40% Tier 2: 16% Tier 3: 44%	2025 i-Ready ELA Spring Scores ALL Tier 1: 78% Tier 2: 14% Tier 3: 8% English Learners Tier 1: 73% Tier 2: 15% Tier 3: 12% Socio-Economically Disadvantaged Tier 1: 72% Tier 2: 16% Tier 3: 12% Students With Disabilities Tier 1: 38%	Increase the number of students that have met or exceeded grade level proficiency by 2% each year.	ALL +1% year over year growth EL +21% year over year growth SED +3% year over year growth SWD -2% year over year growth

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

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

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

Goal Analysis [2025-26]

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

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

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

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

All actions that are aligned to Goal 1 were implemented and successful based on student progress and data analysis. The budgeted expenditures, some significantly increased, are a reflection of the needs assessment, projected enrollment, positions, and program enhancements.

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

Effectiveness of 1.1: Excel Academy continued to increase academic achievement for all students through ongoing evaluation of student assessment data, in-depth data analysis, targeted intervention, and standards-aligned instruction in English language arts and mathematics. Teachers and intervention staff regularly analyzed i-Ready diagnostic data, formative assessments, and CAASPP results to identify learning gaps, adjust instructional strategies, and provide differentiated support for students. As a result, Excel Academy students surpassed the statewide percentage of students meeting or exceeding grade-level standards on the CAASPP assessments in both ELA and mathematics. Fall-to-spring i-Ready data demonstrated measurable academic growth across all ELA and math domains. Students participating in targeted

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

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

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

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

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

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

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

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

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

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

graduation rates. They have also observed an increase in student participation in interventions and services to support academic achievement.

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Achievement	1.1 Excel Academy will increase the academic achievement of all students by evaluating student assessments through in-depth data analysis to provide effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the CA Dashboard and accountability systems.	$0.00	No
1.2	Student Monitoring	1.2 Monitor low-income pupils, foster youth, English Learners, and students with disabilities for proficiency on state and local assessments to review student learner outcomes and ensure academic success as well as social and emotional wellness, or refer to the RTI, SST, or IEP team. Offer	$178,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs like the "What I Need" WIN intervention program to provide instruction and resources and to promote academic growth, in addition to social-emotional awareness classes and character building.		
1.3	Broad Course of Study	1.3 All students have access to a broad course of study and materials/learning experiences aligned to Common Core Standards through multiple channels assisting students in completing standards-aligned content. (All Students) • Online courses, credit recovery, core programs • Supplemental curriculum, materials, and educational subscriptions supporting Common Core Standards • Extended school year • Curriculum aligned to Common Core Standards • English Language Development (ELD) curriculum • UPK - TK students' instructional support	$14,407,794.00	No
1.4	Professional Development	1.4 Professional development opportunities for teachers and administrators to equip them with information and resources to better serve students and parents, for example, tools for goal setting and curriculum pacing, identifying, supporting, and monitoring students in the "What I Need" (WIN) and English Language Development (ELD) program. Professional development through organizations such as CSSA (California Charter School Association), CSDC (Charter School Development Center) and APLUS+.	$128,030.00	No
1.5	Parent Training	1.5 Provide parent training, learning opportunities, and workshops on a variety of topics, for example, explaining EL progress and reclassification process during ELAC meetings, parent portal resources, webinars, curriculum menus, Parent Academy, Back to School events, Parent Power-Up, SSC and PAC meetings, and teacher parent training.	$35,262.00	Yes

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

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain or decrease chronic absenteeism rate of .01%	A baseline will be developed from 2024 data	2024-2025 Eligible Cumulative Enrollment 1072 per DataQuest 2023-2024 Data 1.4% Chronic Absenteeism -	2025-2026 Eligible Cumulative Enrollment 1163 per DataQuest 2024-2025 Data 1.2% Chronic Absenteeism -	Continue to maintain or decrease Chronic Absenteeism rate of .01%	Increase in student count and a decrease in the number of chronically absent students moved the metric on the CA Dashboard to blue - the highest

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate and Student Engagement	2.1 Focus on school climate and student engagement by providing families with a Master Agreement and Acknowledgement of Responsibilities (AOR) to maintain or improve our ADA by Progress Improvement Notification (PIN) policies and procedures, frequent check-ins and communication, and pacing guides.	$120,611.00	No
2.2	Certificated and Classified Salaries and Benefits	2.2 Recruit and retain highly qualified multiple and single-subject teachers and classified staff, maintaining appropriate assignments and remaining competitive with salary and benefits.	$201,033.00	No
2.3	Educational Partner Communication	2.3 Frequent communication with parents/students to notify them of school events, opportunities, and resources through Beehively, email, the school website, and social media platforms. EACS will build partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.	$104,476.00	No Yes
2.4	Technology	2.4 Purchase technological devices for students to have access to instruction as needed. Provide professional development to promote student engagement and develop 21st Century skills.	$156,763.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Professional Development	2.5 Improve cultural awareness by providing increased professional development opportunities for all educational partners to focus on culturally responsive practices and activities that promote understanding, inclusion, and acceptance among students, families, staff, and the broader school community.	$11,800.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Local Indicator Priority 3: Participation/Input Rates Survey Results Maintain or increase by 2% each year	Baseline set 2024-2025 Maintain or increase by 2%	Year 1 Outcome - 2024-2025 287 Responses from Educational Partners There were more responses that impacted the overall	Year 2 Outcome - 2025-2026 676 Responses from Educational Partners There were more responses that impacted the overall	Maintain or increase by 2%	Surpassed number of responders by 389 and still stayed in the high 97% echelon

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			percentages. With a 98% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2026.	percentages. With a 97% approval rate, Excel Academy is excelling in all areas mentioned below. NEW data results will be available in April of 2027.		
3.2	State Local Indicator Priority 6: Overall Satisfaction Rate Survey Results Maintain or increase by 2% each year	Overall Satisfaction Report: Based on 287 parent/guardian responses: 99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals. 100% of survey respondents agree that EACS clearly communicates academic expectations, encourages academic excellence, student progress, and provides a safe and welcoming environment.	Overall Satisfaction Report: Based on 287 parent/guardian responses 99% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals. 100% of survey respondents agree that EACS clearly communicates academic expectations,	Overall Satisfaction Report: Based on 676 parent/guardian responses: 97% of survey respondents agree that students have access to rigorous curriculum and resources that allow for mastering grade level standards and core content, and are encouraged to attain their academic goals. 99% of survey respondents agree that EACS clearly communicates academic expectations,	Maintain or increase by 2%	Surpassed number of responders by 389 and still stayed in the high 97% echelon

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students. 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable. 98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected.	encourages academic excellence, student progress, and provides a safe and welcoming environment. 95.5% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 97.2% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students. 99.7% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.	encourages academic excellence, student progress, and provides a safe and welcoming environment. 95% of survey respondents agree that students set personal academic achievement goals, and work independently in a timely manner to achieve the set goals. 95% of survey respondents believe that the school uses assessment data to modify and monitor curriculum and instruction of students. 99% of survey respondents agree that Excel Academy's vision and mission are clear and understandable.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth. Overall Satisfaction Report: Based on 181 student responses (grades 6-12) 99.4% of survey respondents agree that their teacher is available to speak with	98.3% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected. Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized	97% of survey respondents agree that the school provides input opportunities for parents/guardians to participate in the school and their child's education, and feel connected to the school, valued, and respected. Meaning: Overall high satisfaction rate with the school program. Use: EACS will remain steadfast in its commitment to student progress and achievement through transparency, consistent communication, and collaborative partnerships. Through the ongoing provision of targeted resources, personalized support, and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		them when they need guidance. 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress. 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time. 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed. 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress. 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.	support, and learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth. Overall Satisfaction Report: Based on 181 student responses (grades 6-12) 99.4% of survey respondents agree that their teacher is available to speak with them when they need guidance. 95.6% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of	learning opportunities, EACS supports all students to be lifelong learners. EACS will continue to survey educational partners to solicit feedback and analyze strengths and areas of growth. Overall Satisfaction Report: Based on 377 student responses (grades 6-12), an increase from 196 in 2025. Student feedback reflects exceptionally strong perceptions of instructional effectiveness and school support systems. Overall, 96% of students report satisfaction with the school, and key indicators of instructional quality remain very high.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		98.3% of survey respondents feel the school does a good job communicating through all forms of communication. 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor). Meaning: Overall high satisfaction rate with the school program. Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas	their academic progress. 93.4% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time. 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed. 97.8% of survey respondents feel safe and welcome to meet with their teacher to discuss their progress. 97.2% of survey respondents feel overall satisfaction with Excel Academy Charter School.	99% of survey respondents agree that their teacher is available to speak with them when they need guidance. 93% of survey respondents agree that the curriculum provides challenging grade level instruction and assessment of their academic progress. 89% of survey respondents agree that the curriculum and instruction are engaging and they are able to complete the coursework on time. 100% of survey respondents agree that their teacher cares about their education and is committed to helping them succeed.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that can be maintained and improved upon.	98.3% of survey respondents feel the school does a good job communicating through all forms of communication. 98.9% of survey respondents know that they have someone at school who they can talk to (teacher or counselor). Meaning: Overall high satisfaction rate with the school program. Use: EACS will maintain focus on student progress and success through transparency, consistent communication and collaboration with educational partners, and by providing resources, support, and opportunities for all students to	97% of survey respondents feel the school does a good job communicating through all forms of communication. These results indicate a strong instructional program supported by highly positive teacher-student relationships and effective communication systems. Survey data demonstrates a strong sense of safety and belonging among students: 98% of students feel safe and welcome to meet with teachers to discuss academic progress. 83% report knowing at least one adult at school they can talk to for support.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			continue to grow as lifelong learners. EACS will survey educational partners for feedback and analyze the areas that can be maintained and improved upon.	These findings indicate that the school maintains a positive and supportive climate characterized by strong adult relationships and a high degree of psychological safety in academic settings.		
3.3	Safety Plan Review and Training	Annual Review/Updates and Training Dates	The school safety plan was last reviewed and updated in June of 2024.	The Comprehensive School Safety Plan has been reviewed and implemented for the current school year. Staff have been trained on safety procedures. Ongoing monitoring and updates will continue through the end of the year.	Consistent plan and review process	Met the standard of implementing a consistent plan and review process

Goal Analysis [2025-26]

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

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

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

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

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

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

Effectiveness 3.1: Excel Academy sought out parent input and assessed our level of educational partner engagement through parent participation in Learning Period (LP), ELAC, SSC, and PAC meetings, surveys, Student Council, and SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have had opportunities for participation and input. (Metrics 3.1 and 3.2)

Effectiveness 3.2: Excel Academy engaged educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success. EACS built partnerships for student outcomes by sending notification of surveys, parent meetings, and Board of Directors public meetings in a timely manner to all families through emails, website, and other social media platforms while ensuring the participation and engagement of our underrepresented families.(Metrics 3.1 through 3.3)

Effectiveness 3.3: Based on the survey results and stakeholder feedback, Excel Academy successfully built relationships by ensuring that all parents, students, and teachers felt that our school provided a safe, positive, inclusive, and welcoming learning environment. (Metrics 3.1 through 3.3)

Effectiveness 3.4: Excel Academy properly vetted all newly hired Content and Community Providers to ensure standards alignment and safety for our students were met at all times. (Metric 3.3)

Effectiveness 3.5: Excel Academy maintains a safe learning environment for all students by training the teachers and staff on school-wide safety plans. The school-wide safety plans are updated as deemed necessary and appropriate and shared with stakeholders to provide transparency and accountability. The safety plan may be viewed upon request. The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings, and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood borne pathogens, and active shooters. The expectations of conduct for students, parents, guardians, and staff, bullying and hate crime reporting are also included. (Metric 3.3)

Effectiveness 3.6: Excel Academy notices, reports, statements, or records sent to a student, parent, or guardian were translated as needed and upon request. Documents, records, and statements were sent upon request by EACS staff. (Metrics 3.1 through 3.3)

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1 EACS will seek parent input and assess our level of educational partner engagement through parent participation in LP, ELAC, SSC, and PAC meetings, surveys, and Student Council, SARC and SPSA updates to identify our level of meaningful and transparent communication with all parents, and ensure all parents have opportunities for participation and input.	$5,900.00	No
3.2	Educational Partner Partnerships	3.2 EACS will engage our educational partners in a meaningful and consistent manner through the monitoring of student performance and engaging parents in the participation of timely interventions to ensure student support and success (i.e. intervention coordinators, materials, and conferences).	$153,231.00	No Yes
3.3	School Climate	3.3 EACS will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, and welcoming learning environment.	$81,125.00	No Yes
3.4	Student Services	3.4 EACS will properly vet all newly hired Content and Community Providers to ensure standards alignment and safety for our students.	$208,881.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School Climate and School Safety	3.5 EACS will continue to maintain a safe learning environment for all students by training the teachers and staff on school-wide safety plans. This action also includes the extensive Safe Schools training series.	$944.00	No
3.6	Communication and Translation Services	3.6 EACS will provide notices, reports, statements, or records sent to a student, parent, or guardian will be translated as needed. Documents, records, and statements will be sent upon request by staff.	$1,180.00	Yes
3.7	School Operating Services	3.7 EACS' operations of the charter are maintained and controlled through the management, oversight, and provision of operating services by the Superintendent, administration, and the school leadership team.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Dropout Rate	Baseline from 2024 CA Dashboard Data	2024 CA Dashboard Data - 83.3% graduated - declined 14.4%% (orange on the	2025 CA Dashboard Data - 91.2% graduated, number of students = 57	Increase the graduation rate and decrease the dropout rate	Increased number of graduates by 7.9%

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Effectiveness 4.1: Consistent with California College and Career Indicators, Excel Academy has developed a comprehensive College and Career Readiness program for high school students that aligns student strengths and interests to postsecondary goals and continues to develop Career Technical Education (CTE) pathways to increase CTE completers and prepare students for the 21st-century workforce and global competencies. This action aligns to Metric 4.2 (Broad Course of Study/College & Career/CTE) through the expansion of CTE pathways and career exploration opportunities and to Metric 4.3 (A-G/College & Career Preparedness) by promoting postsecondary readiness and student preparation for college and career success. (Metrics 4.2 and 4.3)

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

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

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

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

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

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

Impact on Student Learning: Excel Academy removed barriers such as Advanced Placement exam costs for low-income and foster-youth students experiencing financial hardship and observed greater student interest in Advanced Placement (AP), Career Technical Education (CTE), and A-G courses. Through ongoing data collection, progress monitoring, and analysis of student performance indicators, student learning needs, academic trends, and opportunities for intervention and enrichment are identified for middle and high school students. This targeted monitoring supports individualized guidance, promotes college and career readiness, and informs efforts to increase student enrollment and success in rigorous coursework, including AP, CTE, and A-G pathways. The continued goal is to expand equitable access and participation in these courses while improving overall student achievement and postsecondary preparedness.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College and Career Readiness and Career Technical Education	4.1 Consistent with California College and Career Indicators, develop a comprehensive College and Career readiness program for high school students that helps align student strengths and interests to post-secondary goals; continue to develop Career Technical Education (CTE) pathways to encourage CTE Completers to prepare students for the 21st century workforce and global competencies.	$28,059.00	No Yes
4.2	High School Graduation	Secondary Transition and Graduation Readiness - Students transitioning from middle school to high school will be closely monitored to ensure they remain on track for graduation. This includes ongoing monitoring of attendance and academic progress, as well as coordinated support from secondary administrators, teachers, and counselors to promote academic success. Excel Academy will continue to raise academic expectations while fostering a supportive environment that eases student transitions through middle and high school (grades 7–12).	$333,363.00	No Yes

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,125,975	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.884%	0.000%	$0.00	7.884%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	academic growth, in addition to social-emotional awareness classes and character building.	
1.5	**Action:** Parent Training **Need:** Parents - Home Educators **Scope:** LEA-wide	Providing parent training, learning opportunities, and workshops on a variety of topics will guide parents to provide the best educational support at home for their students.	Survey results Student academic progress and growth monitoring - assessments, learning period meeting attendance and work samples Parent Training - Parent Power-Up attendance and engagement Parent Training Videos - Curriculum, Test Prep - Engagement and Use
1.6	**Action:** Grade Level Curriculum and Instruction **Need:** Unduplicated students need access to grade level curriculum to stay on target to meet grade level expectations, resources and direct support to make progress within the domains and content, and opportunities to participate in real-life experiences and hands-on learning. **Scope:** LEA-wide	All students, including unduplicated students, are provided an equity-based education that is designed to meet their individual needs, will build on their strengths, and close learning gaps with the proper support, resources, and interventions.	Collected coursework, assessments, survey feedback from community events
1.7	**Action:** Student Monitoring and Support **Need:** All unduplicated students who need additional support, resources, monitoring, guidance, and	Monitoring all students for proficiency on state and local assessments will provide the appropriate data to review student learner outcomes and provide students with the appropriate resources and interventions to meet grade level expectations. The SST and IEP teams will review	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	interventions, need to be given the opportunities to participate in programs that will support their academic and social-emotional growth and success. **Scope:** LEA-wide	student learner outcomes and set goals to ensure academic success as well as social and emotional wellness. EACS will offer programs like the "What I Need" WIN intervention program to provide instruction and resources to promote academic growth, in addition to social-emotional awareness classes and character building.	Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
1.8	**Action:** Needs Assessment and Data Analysis **Need:** Assessment results guide targeted interventions for all students, including unduplicated students, each of whom follows a personalized plan within a comprehensive course of study. **Scope:** LEA-wide	EACS needs to desegregate and analyze data for the school and for all individual students to determine interventions, program placement, and curriculum options.	i-Ready Benchmark Diagnostics, CAASPP, ELPAC, and core subject related assessments
2.3	**Action:** Educational Partner Communication **Need:** Unduplicated families need to stay informed for students to be successful in school. EACS needs to ensure that all students, including unduplicated students, have access to all information and are able to provide support when necessary. In addition, EACS highly encourages all parents and guardians to participate in surveys and have open lines of communication so their voices can be heard.	Effective communication and involvement with educational partners are essential and universally needed to support all students.	Survey results, feedback on social media platforms, communication with staff

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Technology **Need:** All students, including unduplicated students, need the proper resources and technology to be able to master grade level curriculum and assignments, and to be set up for success. **Scope:** LEA-wide	Equity based instruction, curriculum, and technology are available to all students based on their individual needs.	Professional development participation, feedback, assignment completion and growth using school issued devices
3.2	**Action:** Educational Partner Partnerships **Need:** All unduplicated students need monitoring to meet grade level expectations and to stay on task to graduate. **Scope:** LEA-wide	Engaging EACS educational partners in an intentional, meaningful, and consistent manner by monitoring student performance and providing timely interventions will help promote growth and success for students to meet their individual goals and meet or exceed grade level expectations.	i-Ready Diagnostic Benchmark Assessment, CAASPP, and Summative ELPAC assessment results Documentation of progress from the SST and IEP teams Growth and progress analysis from the teachers assigned to the students
3.3	**Action:** School Climate **Need:** EACS needs to gauge the well-being of unduplicated students to ensure that the	All students, including unduplicated students, benefit from surveys because the feedback collected helps schools strengthen relationships and make meaningful improvements. When parents, students, and teachers share their voices through surveys, it ensures that everyone feels heard. This builds trust and helps schools create a	Surveys, documentation of communication

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school is providing an environment where students can thrive. **Scope:** LEA-wide	learning environment that is safe, positive, inclusive, and welcoming for all.	
3.6	**Action:** Communication and Translation Services **Need:** Unduplicated students needing translation services and support - EL students, parents, and guardians **Scope:** LEA-wide	Ongoing communication in English and in the students' home language (upon request) keeps an open line of communication to better support individual student needs and keeps educational partners aware of policies, procedures, events, important notices, etc. that guide student learning.	Survey responses Teacher feedback Department lead feedback Attendance at school events
4.1	**Action:** College and Career Readiness and Career Technical Education **Need:** Unduplicated students in high school need to have access to a comprehensive program and courses that focus on their individual strengths and interests, so they are prepared for college and career readiness. **Scope:** LEA-wide	All students are provided an equity-based education to be set up for success with opportunities to participate in CTE pathways and programs that prepare them for college and the workplace.	CTE enrollment and completers, monitoring of student growth in academic subjects, and post-secondary placement for students who have graduated from EACS
4.2	**Action:** High School Graduation	All students are deserving of and provided an equity-based education to be set up for success	Transcripts, report cards, course completion, attendance, teacher-

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students transitioning from middle school and working through high school will need to have consistent monitoring of their academic, social, and emotional well being, attendance, and work completion. Support, resources, guidance, and interventions will be provided based on individual needs. **Scope:** LEA-wide	with proper support and guidance to be able to graduate.	parent-student communication and conferences
4.4	**Action:** Testing **Need:** All unduplicated students need access to resources to successfully prepare for state assessments. **Scope:** LEA-wide	Ensuring that all students have the opportunity for intensive CAASPP preparation, specifically low income, EL, foster-youth students, and students with disabilities, sets students up for success on the state assessments. CAASPP preparation includes oversight from assigned teacher to make sure the students are paced properly with their ELA and math curriculum, have intervention support if needed, tutoring support if needed, access to test prep packets, live test prep sessions with EACS teachers, and state practice tests.	Assessment and Accountability Department Feedback Intervention Department Feedback Teacher Feedback CAASPP test scores
4.5	**Action:** Testing **Need:** Low-income pupils and foster youth **Scope:** LEA-wide	Providing advanced placement exam costs for low-income and foster youth who are experiencing financial hardship provides students with the necessary support to complete exams.	Admission Team and High School Principal Feedback

Limited Actions

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

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

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

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

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

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

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	14,281,785	1,125,975	7.884%	0.000%	7.884%

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Student Achievement	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.2	Student Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-27	$178,300.00	$0.00	$178,300.00	$0.00	$0.00	$0.00	$178,300.00	
1	1.3	Broad Course of Study	All	No			All Schools	2026-27	$9,636,470.00	$4,771,324.00	$12,439,216.00	$1,603,010.00	$177,000.00	$188,568.00	$14,407,794.00	
1	1.4	Professional Development	All	No			All Schools	2026-27	$0.00	$128,030.00	$12,390.00	$115,640.00	$0.00	$0.00	$128,030.00	
1	1.5	Parent Training	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$29,657.00	$5,605.00	$35,262.00	$0.00	$0.00	$0.00	$35,262.00	
1	1.6	Grade Level Curriculum and Instruction	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$292,742.00	$162,858.00	$267,171.00	$188,429.00	$0.00	$0.00	$455,600.00	
1	1.7	Student Monitoring and Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$341,857.00	$70,320.00	$191,606.00	$196,106.00	$0.00	$24,465.00	$412,177.00	
1	1.8	Needs Assessment and Data Analysis	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$51,377.00	$14,467.00	$65,844.00	$0.00	$0.00	$0.00	$65,844.00	
2	2.1	School Climate and Student Engagement	All	No			All Schools	2026-27	$120,611.00	$0.00	$120,611.00	$0.00	$0.00	$0.00	$120,611.00	
2	2.2	Certificated and Classified Salaries and Benefits	All	No			All Schools	2025-26	$201,033.00	$0.00	$201,033.00	$0.00	$0.00	$0.00	$201,033.00	
2	2.3	Educational Partner Communication	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$93,266.00	$11,210.00	$104,476.00	$0.00	$0.00	$0.00	$104,476.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Technology	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$156,763.00	$154,108.00	$2,655.00	$0.00	$0.00	$156,763.00	
2	2.5	Professional Development	All	No			All Schools	2026-27	$0.00	$11,800.00	$0.00	$11,800.00	$0.00	$0.00	$11,800.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	2026-27	$0.00	$5,900.00	$5,900.00	$0.00	$0.00	$0.00	$5,900.00	
3	3.2	Educational Partner Partnerships	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$153,231.00	$0.00	$0.00	$0.00	$0.00	$153,231.00	$153,231.00	
3	3.3	School Climate	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2022-2025	$0.00	$81,125.00	$81,125.00	$0.00	$0.00	$0.00	$81,125.00	
3	3.4	Student Services	All	No			All Schools	2026-27	$208,881.00	$0.00	$208,881.00	$0.00	$0.00	$0.00	$208,881.00	
3	3.5	School Climate and School Safety	All	No			All Schools	2026-27	$0.00	$944.00	$944.00	$0.00	$0.00	$0.00	$944.00	
3	3.6	Communication and Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-27	$0.00	$1,180.00	$0.00	$1,180.00	$0.00	$0.00	$1,180.00	
3	3.7	School Operating Services	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	College and Career Readiness and Career Technical Education	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$28,059.00	$0.00	$28,059.00	$0.00	$0.00	$0.00	$28,059.00	
4	4.2	High School Graduation	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$333,363.00	$0.00	$207,994.00	$125,369.00	$0.00	$0.00	$333,363.00	
4	4.3	High School Curriculum and Instruction	All	No			All Schools	2026-27	$0.00	$841,563.00	$841,563.00	$0.00	$0.00	$0.00	$841,563.00	
4	4.4	Testing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$15,813.00	$15,813.00	$0.00	$0.00	$0.00	$15,813.00	
4	4.5	Testing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.6	A-G and Career Technical Education Courses	All	No			All Schools	2026-27	$11,393.00	$0.00	$11,393.00	$0.00	$0.00	$0.00	$11,393.00	
4	4.7	Needs Assessment - Data Analysis	All	No			All Schools	2026-27	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
14,281,785	1,125,975	7.884%	0.000%	7.884%	$1,329,758.00	0.000%	9.311 %	**Total:**	$1,329,758.00
								LEA-wide Total:	$1,329,758.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Educational Partner Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		$81,125.00	
3	3.6	Communication and Translation Services	Yes	LEA-wide	English Learners	All Schools	$0.00	
4	4.1	College and Career Readiness and Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income		$28,059.00	
4	4.2	High School Graduation	Yes	LEA-wide	English Learners Foster Youth Low Income		$207,994.00	
4	4.4	Testing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,813.00	
4	4.5	Testing	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Certificated and Classified Salaries and Benefits	No	$170,228.00	$170,228.00
2	2.3	Educational Partner Communication	No Yes	$194,330.00	$209,674.00
2	2.4	Technology	No Yes	$186,237.00	$498,193.00
2	2.5	Professional Development	No	$0.00	$0.00
3	3.1	Educational Partner Engagement	No	$0.00	$0.00
3	3.2	Educational Partner Partnerships	No Yes	$136,558.00	$141,251.00
3	3.3	School Climate	No Yes	$67,456.00	$59,897.00
3	3.4	Student Services	No	$209,658.00	$209,658.00
3	3.5	School Climate and School Safety	No	$0.00	$0.00
3	3.6	Communication and Translation Services	Yes	$980.00	$1,871.00
3	3.7	School Operating Services	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	College and Career Readiness and Career Technical Education	No Yes	$18,536.00	$18,536.00
4	4.2	High School Graduation	No Yes	$302,352.00	$302,352.00
4	4.3	High School Curriculum and Instruction	No	$880,054.00	$880,054.00
4	4.4	Testing	Yes	$16,859.00	$38,376.00
4	4.5	Testing	Yes	$0.00	$0.00
4	4.6	A-G and Career Technical Education Courses	No	$27,945.00	$0.00
4	4.7	Needs Assessment - Data Analysis	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,056,208	$1,004,970.00	$1,642,640.00	($637,670.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Student Monitoring	Yes	$105,799.00	$105,779.00		
1	1.5	Parent Training	Yes	$15,624.00	$21,131.00		
1	1.6	Grade Level Curriculum and Instruction	Yes	$47,824.00	$46,633.00		
1	1.7	Student Monitoring and Support	Yes	$189,825.00	$189,805.00		
1	1.8	Needs Assessment and Data Analysis	Yes	$13,528.00	$13,528.00		
2	2.3	Educational Partner Communication	Yes	$194,330.00	$209,674.00		
2	2.4	Technology	Yes	$31,857.00	$498,193.00		
3	3.2	Educational Partner Partnerships	Yes	$0.00	$136,865.00		
3	3.3	School Climate	Yes	$67,456.00	$59,897.00		
3	3.6	Communication and Translation Services	Yes	$980.00	$1,871.00		
4	4.1	College and Career Readiness and Career Technical Education	Yes	$18,536.00	$18,536.00		
4	4.2	High School Graduation	Yes	$302,352.00	$302,352.00		
4	4.4	Testing	Yes	$16,859.00	$38,376.00		

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

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13,263,425	$1,056,208	0.000%	7.963%	$1,642,640.00	0.000%	12.385%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

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

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

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

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

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